

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.]

The Para Los Niños Charter Elementary community has been impacted to an extreme level by the COVID-19 pandemic. Prior to the pandemic, families faced economic hardship, were living in under-resourced communities, and many have experienced trauma in their lives. The pandemic has caused wide-spread unemployment, an extreme hardship in obtaining basic needs, such as food, diapers, and a greater need for community services. Based on the current CA Dashboard, our school population consists of 91.5% free-reduced lunch, 56.4% English Learners, 12% Students in SPED, 98% predominantly Spanish speaking families. Based on the spring technology survey conducted by the second week of the school closures, approximately 10% of our students had personal electronic devices and home internet. Before the pandemic, over 12% of our school families were receiving Mental Health Services and Student and Community Services. The number of referrals to both has increased. Based on polls taken during virtual Town Halls (Café de Padres), we gathered data that reflected an extreme need for childcare to allow parents to work (or seek employment) and enable them to respond to their basic needs. Based on our Information Night Town Hall and Back to School Nights in August, there is a dire need for childcare and a growing concern about potential latchkey students as parents expressed a need for childcare access. Our communication to parents has been consistent through Class Dojo schoolwide, One Calls, One Call texts to parents/guardians, townhalls (café de padres) and information meetings. The week before the start of the 2020-21 school, over 300 Chromebooks were given to 96% of students, along with 69 hotspots providing internet access. The technology provides the basis for access to Distance Learning for the 2020-21 school year.

Stakeholder Engagement

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

Para Los Niños Charter Elementary seeks and provides access for stakeholder feedback in many ways.

Parents/Guardians:

In order to maximize parent engagement, Para Los Niños conducts all communications in English and Spanish. One Calls/texts/ phone calls/flyers are all bilingual. Bilingual Newsletters are sent on a monthly basis providing school information, postings and parent education information is made by integrated services. During monthly town hall meetings with the principal (Café de Padres), the principal presents vital

school information, and an open forum for parents gives opportunity for comments, suggestions, and any other feedback. At the monthly meetings, community resource partners make announcements and talk about their community services in English/Spanish (translation is provided when needed). In order to have access to school meetings during Covid-19, parents are encouraged to use the school's electronic device on loan to their child for access to parent meetings, workshops, Back to School Nights, etc. An average of slightly over 100 parents attend these virtual town hall meetings. Feedback provided through these spring TownHall meetings, included polling. Parent Surveys were also conducted by the broader organization during the spring and summer. In addition, Para Los Niños collected anecdotal information through our School Case Manager, Office Staff, Integrated Services staff through phone calls. Daily phone communications to parents due to student absenteeism were logged and information was collected. All of these sources of parent feedback have helped to inform our Learning Continuity Plan for 2020-21.

On August 17, prior to the start of school, Two Parent Information Nights on Distance Learning were held, one for TK-2nd grade, and the other for 3rd -5th grade parents. Parents were given opportunities for feedback, questions, and suggestions.

During the second week of school August 24-28, six (6) Back to School Nights were held virtually by grade level teams and administration. The Special Education Team held a Back to School Night for parents whose children have an IEP. These Back to School Nights provided opportunities for parent feedback and a perspective that focused on the developmental needs and specific learning needs of their children and families. Additionally, through Class Dojo, parents can also make comments openly, text the principal and text the teacher. We also collect feedback/information through our Community Services Hotlines with a Case Manager and a Technology Hotline with a full-time and part-time staff. Through these lines of communication, parents are able to provide feedback and voice their needs. These pathways of parent communication help inform our Learning Continuity Plan and inform us on a continual basis.

Teachers/Staff/Integrated Services Staff/Admin: Throughout the spring at weekly teacher and staff meetings, and grade level meetings, teachers/staff had and will continue to have opportunities to voice their concerns, needs, and ideas. Para Los Niños also conducted a Staff Survey to gather information and feedback to inform our Learning Continuity Plan for 2020-21. In addition, teachers / administrators /Integrated Services Staff (Mental Health, Social Workers, Case Managers, etc.) from our broader organization, began working on Task Force Committees to discuss data, other information gathered, to inform our Distance Learning in the Spring and our Learning Continuity Plan for 2020-21. These Task Force Committees include: Social Emotional Wellness Task Force, Assessment & Learning Task Force, and the Learning Model Task Force.

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

As stated above, 95% of our students participated in the Chromebook Loan Program. Parents of these students are encouraged to use the device to access parent/public meetings. Over 69 hot spots were provided for families who do not have internet access. More hot spots are being ordered. All virtual meetings are conducted via Zoom bilingually during evening hours allowing for greater parent access. Meetings are posted on Class Dojo and One Calls are made bilingually, informing parents of these meetings. In addition, parent training sessions (in English/Spanish) for Zoom and Class Dojo were offered the first three weeks of school. These focused on using Zoom features including Chat box, taking polls, raising hands, etc, to promote greater participation in parent meetings.

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

Based on Spring/Summer parent poll/surveys and feedback in monthly Café de padres meetings, parents expressed frustration, an inability to support their children in Distance Learning. There is a great need for parents to have childcare that will allow them to work. There is

widespread concern about learning loss. Questions were asked about what the school will do to mitigate learning loss. Parents seek technology support and a more consistent internet service, as sometimes even the hot spots do not work, especially when there are multiple siblings. Teachers express concerns with connectivity, sound especially, which have shown some impact with assessments. Some parents also want to learn how to verify whether their child submitted classwork virtually. There is widespread concern about the needs of English Learners, and students with IEPs, and students who have difficulty focusing while in a virtual classroom. In the spring, there were challenges with about 90% of our students not having personal devices or internet service. Parents expressed concern about the emotional well-being of their child. Through feedback in the spring, we also learned that our structure for Distance Learning was frustrating for some of our students to participate in small group instruction on Tuesday/Thursday because of the time variation. Back to School Nights provided opportunities for parent to receive an introduction to virtual platforms and Clever badges, one page with all information on Google Classroom. Parents voiced that they were appreciative in how logging on was made easier for all children. More training was desired as they learned more about teaching/learning as parents want to support their children much more. Most importantly, parents continued to voice concerns about learning loss, whether their child would be marked absent if there were connectivity issues, and what the school would do to help support the emotional and social well-being of their child.

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

As a result of stakeholder input, the Learning Continuity Plan and Attendance Plan were developed with the following areas of focus:

- Social Emotional Learning / Community Building – the first three weeks of school and daily afterwards, based partly on the University of Chicago Consortium on School Research: Supporting Social Emotional & Academic Development: Research Implications for Educators
- Accelerated learning- training for teachers in how to mitigate learning loss for ALL students (especially ELs, SPED students). The approach is used for teacher planning and delivery of lessons focused on the most essential grade level standards. The approach is based on the document Student Achievement Partners 2020–21: Priority Instructional Content in ELA Literacy and Mathematics June 2020
- Personalized Learning Plan Implementation- Determine an assessment plan broadly for students; implement formative assessment training. Begin a model to capture data holistically (academic, social/emotional) on the individual child; determine steps to support the students, especially ELs, SPED, Homeless or on the brink of homelessness.
- Full Distance Learning Model and Hybrid Models- Plans for a fluid approach to respond to the various needs of our community following the CDE guidelines
- The Learning Hub Model- a model to respond to our highest priority families, including ELs, SPED Homeless, highest absenteeism. These students will be on the highest priority list for school site support when cleared by the CDE.
- Technology training for teachers/students/parents on the various learning platforms. Focus on technology training for students during the first three weeks of school in a non-academically demanding setting but a focus on self, family, well-being, community building, community expectations, and personal narrative.

Attendance Plan- Building on our existing Multi-Tiered System of Support (MTSS) We have a defined a tiered approach to attendance during the Covid-19 period. Tier I: Attendance is taken at every remote synchronous session with a teacher/or RSP teacher. During remote asynchronous instruction, attendance is measured through the digital platform. This results in 7 sessions throughout the day when a student can participate either synchronous or asynchronous. When a student has not participated in a lesson, but does turn in the work, then the student is counted as present for that day. Calls are made by staff to parents, the day of each student's absence. Tier II: When a student

has been absent on 2 consecutive days, the School Case Manager will add the students to a list for further follow-up. The Case Manager gathers information on the factors that are impeding the student from being present for learning. Tier III: The School Case Manager will report the absences to the Integrated Services (IS) team (composed of administration, Case Manager, Mental Health specialists, Social Workers, School Psychologist) when absences become chronic. The IS team will determine next steps in support of the student and family. The students/families with the extreme needs are in line for the Learning Hub. These students/families will also receive support through our Student & Community Services.

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.]

When allowed by CDE guidelines and LA County Department of Health, the following in-person Instructional Offerings will be provided:

- Learning Hub Model- a model to respond to our highest priority families, including ELs, SPED Homeless, students with highest absenteeism. Guidelines include: 10% of the student population; 10 students in class; 2 adults in class; access to Distance Learning Instruction; 3 meals per day; including Afterschool Support.

Hybrid Models- Plans for a fluid approach to respond to the various needs of our community following the CDE guidelines. Group A -50% of students in school; instructed by teachers in class; Group B-50% instructed via Distance Learning; 14 students per class in school; one teacher; part-time instructional assistant; Per week: 4 days in school/1-day distance learning. Then cohorts will switch.

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

Description	Total Funds	Contributing
Staff Time: Reading Specialist, Additional Instructional Assistants, Campus Assistant	\$180,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (hub)	\$33,000	Y
Operational Support – Custodial Services plus overtime to implement COVID-19 schedule (non-hub)	\$89,000	N
Operational Support – Signage and PPE	\$55,549	Y
Additional Materials	\$18,000	Y

Description	Total Funds	Contributing
Staff	\$42,075	Y
Staff Leadership	\$130,338	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.]

A high quality distance learning program was created to provide continuity of instruction for the 2020-21 school and mitigate learning loss. We continued to build upon our educational approach and professional development from the spring. Our teachers and Instructional Assistants received professional development on the different platforms and strategies to make Distance Learning possible. There is a greater focus on live Distance Learning lessons with fewer pre-recorded lessons. Through professional development, a shift was made to focus on essential standards in whole group lessons, followed by small group instruction by the teacher and instructional assistant. Additional instructional assistants to be hired to provide the small group instruction (and afterschool intervention). A high priority in the small group instruction is for SPED students and English Learners, in an effort to scaffold support to lead toward greater success with independent assignments. Informed by our Mental Health department as a part of continued Integrated Services, Community Meetings are held daily by the classroom teachers at all grade levels to address students' social-emotional development at this crucial time. Standards-based lessons in English Language Arts, Mathematics, Inquiry in Science/Social Studies are collaboratively planned and delivered by teachers using various platforms. Integrated English Language Development is embedded in lessons. Differentiated support is provided within lessons, but occurs mostly through a structure of small group instruction immediately after the whole group lesson. especially for English Learners, and students whom teachers identify as needing additional support. Parent Communication is optimized through One Calls, Zoom informational meetings, Class Dojo and through direct phone calls. Parents are called to ensure that students participate in their virtual classrooms. Same day contact is made by the teacher or instructional assistant when students are absent. Calls are also made by Office Staff, the School Case Manager, and administration. Students with IEPs receive Special Education support by the Resource Specialist Program teachers in the virtual classroom as a push-in model. SPED Instructional Assistants also provide push-in support and small group instruction. Small group instruction also addresses IEP goals as best as possible. RSP teachers also provide separate sessions per IEP, as do the specialists including Speech & Language, Occupational Therapists, and Adaptive PE. Virtual IEP meetings continue to be held, as the school personnel work to respond to the needs of students with IEPs. Assessments in Reading and Mathematics have shifted to iReady, an on-line diagnostic assessment that will support teachers in personalizing instruction. Standards based lessons will be delivered to groups based on these assessments. IReady will also be used to support students in receiving intervention during afterschool hours. A Reading Specialist will also be hired to support students who have significant learning loss, especially English Learners, with a focus on grades 3-5. An intervention reading program is also being explored to provide a structure for the Reading Specialist Intervention Program. Afterschool Intervention will be taught by Instructional Assistants and some teachers. Intervention Program during Afterschool Hours- Teachers and Instructional Assistants will implement an intervention program afterschool across the school year. Priority will be given to English Learners. Groups will

be based on the iReady Assessment and recommended lessons will be taught. A collaborative partnership between Para Los Niños and Reading Partners has been established to focus on 40 students in grades 1-4 who need intensive support.

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.]

Para Los Niños has been increasing its stock of Chromebooks for students to use, and is now at a 1:1 ratio for student to student devices. During the months of June and July, Para Los Niños conducted a technology survey over the summer as part of re-enrollment procedures for parents to get a sense of device and internet availability at home. We reached close to 50% participation, and used that data to predict our internet connectivity needs. It was not used to predict the need for student devices, as we had already committed to reaching a 1:1 ratio. PLN Charter Elementary (PLN CES) conducted a single-day tech distribution from 9-5:30 the week before classes started. In addition to tech, families also got a bag of school supplies, a mobile hotspot if they needed one, and a 2-page document of instructions on how to turn on, sign in, and use the devices in both English and Spanish with pictures and screenshots. Students also received a Clever badge and their Google username and password. The elementary school distributed over 300 Chromebooks and 69 hotspots. There are 326 children enrolled. Office staff are calling and following up with parents who did not show up to pick up devices. The demand for connectivity, however, was greater than predicted, so we marked down the parent names and already submitted an order for additional hotspots to serve families with internet need. After the tech distribution, administrators and teachers led virtual orientation sessions for parents at each grade level to explain how to log in and use essential classroom tools like Google Classroom, Class Dojo, Zoom, and Nearpod. This was announced to parents through texts, Class Dojo, and all-calls. During the first few days of school, everyone who was in the office helped resolve tech support issues that came in over the phone. Tech support now is now directed to the school library assistant.

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.]

To assess pupil progress through live contacts, we are currently planning the opening of an on-campus Learning Hub. Following the guidance of the CDE, up to 10% of students (~32 students) will be invited to participate. Students who face extraordinary challenges in accessing online learning will be prioritized. These students will come on to campus to access reliable internet connection and equipment and attend virtual synchronous lessons. Support staff will provide in-person supports (technology, help with assignments, etc.) To assess pupils through synchronous instructional minutes, teachers will conduct a variety of formative assessment processes using digital platforms that yield artifacts of learning, including but not limited to Google Jamboard, Seesaw, and Nearpod. These digital formative assessment tools will be used in conjunction with student use of non-technology based checks for understanding: writing and drawing in notebooks, total physical response, etc. In breakout rooms, teachers and Instructional Assistants will administer differentiated instruction to small groups of students. These students will be grouped based on results from diagnostic/formative assessment; they will receive differentiated instruction based on existing skills/knowledge gaps. At PLNCES, teachers follow a structured daily and weekly schedule that not only satisfies instructional minutes approved by the California State Board of Education but also reflects a combination of both synchronous and asynchronous instruction. Monday through Friday, our schedule includes a combination of live Zoom lessons, asynchronous assignments and tasks, live and recorded Physical Education/mindfulness activities, and office hours. Students who fulfill one engagement opportunity in

a day (synchronous live lesson, completion of asynchronous assignment, or attending live office hours) will be counted as present for that day. However, we are also tracking which students are attending most/all live sessions, some live sessions, or few live sessions. To measure the time value of pupil work, we use data from digital platforms--such as iReady--to track the amount of time students are spending on completing assignments. We are also working with Reading Partners to provide additional support for students in grades 2-5.

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 at PLN received and had access to live and self-paced professional development on the following topics before the start of school: 1. Live: Tools and strategies for increasing student engagement; 2. Live: Facilitating student collaboration in remote instruction, 3. Live: Using Nearpod – Beginner level; 4. Live: Using Nearpod – Intermediate/Advanced level; 5. Self-paced: Mastering Google Suite; 6. Self-paced: Mastering Google Classroom; 7. Self-paced and live reflection: Implementing Hyperdocs in TK-2nd grade; 8. Self-paced and live reflection: Implementing Hyperdocs in 3rd-8th grade; 9. Live: Infusing Flipgrid in synchronous and asynchronous instruction; 10. Self-paced: Integrating computer science instruction in all subject areas; 11. Live: Introduction to i-Ready assessment and data platform. They have also had access to the following resources: 1. Paid: Nearpod – presentation software to make presentations interactive; 2. Paid: Screencastify Unlimited – screencasting plugin for screen capture with video editing capacity; 3. Google Classroom; 4. Class Dojo; 5. Paid: Reading Eggs for phonics activities and instruction; 6. Paid: Reading A-Z for leveled e-readers; 7. Paid: i-Ready – assessment and data engine for reading and math; 8. Clever single sign-on for student-linked accounts. Teachers also have the option of building out a teacher-specific landing page to link students to their resources; 9. Zoom – co-hosting, breakout rooms, attendance reporting, and security features enabled. Finally, with regard to technological support, teachers have access to a teacher resource page with self-paced tutorials for the PDs above, lists of student emails/passwords to troubleshoot student login issues, recommended Zoom settings for security and ease of use, and short tutorial videos that can be sent to parents who need additional help with tech. Teachers can reach out to the following people for tech support: 1. School tech lead for minor issues with computers and to direct students/parents for tech support, 2. Instructional Technology Coordinator for issues with EdTech platforms and student accounts, 3. Office staff to submit work orders for more serious issues that can only be resolved by the IT team. In addition, the Instructional Leadership Team received professional development in accelerated learning to plan out the EL Education modules (our English Language Arts program) and Mathematics with a focus on essential standards based on Student Achievement Partners, from Achieve the Core.org, to plan out a scope and sequence for the year. A series of professional development and data talks will support teachers in monitoring student progress while ensuring that the essential standards are covered at the student’s grade level. Further professional development will involve aligning inquiry in Science and Social Studies with the EL Education modules for continuity across disciplines and depth of learning. Professional development in Integrated ELD within inquiry is also being planned.

Staff Roles and Responsibilities

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

Our Library Specialist has become the full-time Technology Hotline phone support for parents and students in both English/Spanish The Library Specialist also provides in-school on-site training for families per Covid-19 guidelines. The Library Specialist has also trained the Campus Assistant to support with Technology Hotline calls. Both roles consistently support with electronic device, textbook, and instructional materials distributions.

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.]

Teachers received guided support to structure the week in order to provide small group differentiation for English learners, students with IEPs, and for students below grade level. The small group instructional time is provided in ELA and Mathematics after every live lesson. Teachers and Instructional Assistants provide English Language Development scaffolds, opportunities for small group guided practice, and feedback for English Learners to have access toward grade level standards. Afterschool Intervention will be provided for English Learners, including for Newcomers. Teachers and Instructional Assistants also called parents when students are not present, reminding them of recorded lessons so that assignments could be made up. Our Integrated Services meetings focus on student attendance, family challenges, and student and family well-being. Follow-up calls to families are made by the Case Manager to report to the Integrated Services committee in a Multi-Tiered System of Support (MTSS). The Integrated Services Team, comprised of the psychologist, therapists, social worker, case manager, teacher(s), and administration discuss individual students and the family to figure out next steps in supporting students and their family, in much the same way that we were set up to do, but with larger numbers due to the pandemic and distance learning. All families have multiple contacts by phone, by email, by One Calls. Through Integrated Services, families also receive continued Mental Health therapy sessions, along with support with community resource guidance.

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

Description	Total Funds	Contributing
Computer Devices for students	\$100,000	Y
Computer Devices for staff	\$25,000	N
Hot Spots for Students	\$3,000	Y
Staff Cost: Certificated	\$1,517,219	N
Technology Licenses/Programs (Nearpod)	\$8,000	N
Instructional Materials	\$20,000	N
Staff Stipends	\$3,000	N
Staff Cost: Classified & After School	\$1,203,194	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.]

In response to learning loss resulting from COVID-19, PLNCES will assess strategically and with intention. Specifically,

FORMATIVE/DIAGNOSTIC ASSESSMENT: We will strategically utilize diagnostic and formative assessment processes that yield actionable data that will support teachers in planning instruction that prepares students for immediately upcoming instruction. In conjunction with data from iReady, teachers will use data from embedded curricular assessments (EL Education for ELA, Math Expressions for Mathematics) and Achieve the Core performance tasks (Student Achievement Partners) to diagnose gaps in student learning and plan instruction that closes those gaps. We will administer Smarter Balanced Interim Assessment Blocks (SBA IABs) to yield formative data that will support teachers in adjusting and improving their instruction to prepare students to be successful on the SBA Summative Assessments (ELA and Mathematics)

BENCHMARK ASSESSMENT: We will utilize iReady to yield diagnostic data at benchmark dates that provide data on student achievement in both English Language Arts and Mathematics. To monitor progress in these areas, teachers will track the student data yielded from embedded iReady lessons and activities, which are intended to push students towards an average annual growth goal determined by the system.

SUMMATIVE ASSESSMENT: In addition to utilizing robust formative and diagnostic assessment practices to address gaps in student learning, we will administer the Smarter Balanced suite of assessments, including both Interim Assessment Blocks (to yield data that supports teachers in planning instruction that drives success on the SBA Summative) and Summative Assessments (to yield comprehensive data on students' progress towards mastery in both English Language Arts and Mathematics). To measure the progress in English Language Development, we will administer the Optional 19-20 ELPAC to provide students who met locally defined Reclassification criteria the opportunity to reclassify, as well as the Initial and Summative ELPAC.

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.]

In response to learning loss resulting from COVID-19, PLNCES will adopt an accelerated learning approach to planning and instruction. We will accelerate learning by: -using guidance from the Student Achievement Partners' document "2020-21 Priority Instructional Content," we will modify core curricular scopes and sequences (ELA and Mathematics) to address the priority standards and content representing the major work of the grade-level in order to ensure that students have access to the learning that prepares them for academic year 21-22. strategically using formative and diagnostic assessment processes (see above) to yield data that identifies learning gaps and supports teachers in planning immediate instruction that closes any knowledge gaps. Data gathered through diagnostic assessment--as well as initial ELPAC and SBA Interim Assessment Blocks (IABs)--will be used by teachers to provide differentiated supports to all learners who

demonstrate gaps in learning, including but not limited to English Learners, students with extraordinary needs, and low-income students (who represented a majority of our student population). Currently, we do not have any students who have been classified as foster youth. Students experiencing homelessness received the same Tier 1 supports, including access to Chromebooks, hotspots, and school supplies. Students who have been flagged as requiring more intensive, Tier 2 and Tier 3 supports will be invited on to campus to participate in a "Learning Hub" in which hourly staff will provide in-person support to these students as they access online synchronous instruction. To ensure that students are mentally and emotionally ready to access rigorous academic content, teachers will follow recommendations outlined in the 2020-21 Priority Instructional Content document for facilitating social, emotional and academic development (SEAD) through both mathematics and English Language Arts instruction. In addition to teaching daily Social Emotional Learning lessons, teachers will reinforce themes--including but not limited to discourse, belonging, agency, identity--throughout ELA and math instruction that develop the mindsets of belonging and safety, efficacy, value for effort and growth, and engagement in relevant work that is culturally responsive (Aspen Institute, 2019).

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.]

To assess the effectiveness of services and supports provided to address learning loss, we will administer a suite of assessments--which includes diagnostic assessments (iReady, Achieve the Core) curricular embedded assessments (EL Education Unit & Module and Reading Foundational Skills assessments, Math Expressions Quick Quizzes and Unit Tests), Optional/Initial/Summative ELPAC, SBA Interim and Summative Assessments--which yield data that monitors student progress through units, at beginning/middle/end of year benchmarks, and at the end of the year. The data will capture both small-scale snapshots of student learning (e.g., throughout units and modules) as well as a broader picture of student achievement (benchmark, summative). An analysis of the data will provide insight into the degree which our plan to mitigate pupil learning success has been successful; furthermore, the data will guide us to develop action steps that will drive continuous improvement in the future. We are also piloting the administration of Social-Emotional Well Being assessments as we utilize an approach to develop CASEL competencies.

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

Description	Total Funds	Contributing
Reading Specialist to address student learning loss at grades 3-5	\$110,000	Y
Intervention Program Afterschool	\$36,000	Y
Reading Intervention Program	\$15,000	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.]

INTEGRATED SERVICES MODEL within a TIERED LEVEL of SUPPORTS: Our charter schools' supports are organized in 3 TIERS. Tier 1 supports are considered universal and includes our school's deep commitment to all our students and staff feeling safe, respected and connected. We believe this is critical in order for learning to take place. This involves training of all staff to understand the impact of stress on development and functioning and creating classroom environments that promote a culture conducive to learning. We understand even with environments designed to support students' safety and sense of belonging, some students will require more support behaviorally, socially, academically, emotionally or perhaps a combination of these supports. Our Integrated Services Model is designed to identify those students (or staff) needing TIER 2 supports. We consider these supports more individualized. All Para Los Niños Charter schools hold Integrated Services Meetings (IS) twice a month where the following programs come to together (School administration, Special Education, Afterschool, Mental Health, INN2 and Family Services) to discuss needs and concerns of students. School staff can also identify supports they might need for themselves to connect with challenging students. Essentially the model is an effort to increase understanding and compassion on reasons why a student might be struggling and identify next steps within a multidisciplinary team. Many of our families have been impacted by COVID 19 some more directly. During this pandemic and with all learning being virtual, our Integrated Services meetings continue via Zoom and are in some ways even more critical as it provides a platform to discuss concerns about families and students who are challenged with technology or other basic needs. Attendance, engagement with students, and technology supports have been the top priorities and agenda items for our IS meetings during "Safer at Home." Mental Health Services is a service we provide for students at Para Los Ninos whose impairment in functioning is related to current or past stressors or a struggle with a mental health diagnosis. Mental Health referrals can also be generated outside the IS meeting if it is clear from a case manager, school social worker, or administrator a MH referral is warranted. Our Mental Health Services offer therapeutic services to children 0-21 years of age including a specialized Birth to 5 services as well as trauma specific supports. Our program works collaboratively with our Early Education sites, Charter Schools and our other community programs within Student and Community services supporting the child or youth along with their caregivers and school staff. Currently all our therapy and psychiatric services are being provided via telehealth to continue to provide needed support in a safe manner for all.

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 procedure for tracking daily student participation is detailed above (see Pupil Participation and Progress). While providing universal supports that increase student engagement in virtual learning--including distribution of Chromebooks at a 1:1 ratio, distribution of hotspots to families who don't have access to reliable internet connection, and access to live tech support provided by staff--we are implementing tiered reengagement strategies for pupils absent from distance learning. Through detailed attendance records (see above), we are able to identify students with excellent attendance, good attendance, poor attendance, and zero attendance. Once chronically absent students are identified, they are referred to the Integrated Services team which meets bimonthly to discuss students facing extraordinary challenges, which, in the case of these students, are illustrated by zero or poor attendance in distance learning. The team then develops a plan of action to individually follow up with parents and families. During these check-ins, parents and families provide anecdotal data that helps the team determine appropriate supports, ranging from inviting them onto campus to receive personalized tutorials on using technology to offering therapy to

students who have been particularly affected in negative ways in these tumultuous times. As a majority of the families we serve are primarily Spanish-speaking, supports for students and families are always available bilingually. In addition to these things which we have already been doing, we will begin to notify parents and families in writing when their children’s attendance puts them at risk for learning loss.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During distance learning we have applied for all waivers necessary to adapt and make it possible to distribute complaint meals twice a week; these distributions happen every Tuesday and Thursday. All our meals are prepared by our Food Service Vendor and packed at their facility. Meals are delivered on distribution days every morning by the vendor. We created a drive-up and walk-up option for meal pick-up for our families, while maintaining health and safety precautions and following all State and local guidelines. These compliant meal packs contain both a nutritious breakfast and lunch to cover the school week (Monday-Friday). For those families that are not able to pick-up their student meals for reason beyond their control, we have implemented a drop-off system where a Safe-Serve Certified Food Service member of our school can deliver the meals at the door step of their home. This option is to ensure ALL our students have their meals despite the obstacles of distance learning. Once we return to in-person instruction our students will continue to receive daily nutritious and complaint breakfast and lunch meals at school. All State and local health guidelines will be implemented to maintain social distancing during our food service schedule. Meal preparations will continue to be at the vendor’s facility and delivered every early morning and mid-morning for meal service. Every student is eligible for a meal. In the event that we cannot accommodate all our students on campus and offer a hybrid model for instruction our continuity plan would combined both our drive-up service for families still on distance learning and our in-person service for the students on campus, ensuring all our students receive their daily breakfast and lunch meals.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement Outreach	Parent Education Bridge for Student Achievement Foundation-series of 25 workshops (including literacy, English Language Dev, social skills, child development, etc.)	\$10,000	N
Pupil and Family Engagement Outreach	Cost for One-Call	\$250	N
Nutrition	Purchase of additional Equipment for outside lunch	\$5,000	N
Pupil and Family Engagement Outreach	Parent Engagement Activities	\$20,000	N

Pupil and Family Engagement Outreach	Staff Cost	\$5,363	N
Mental Health and Emotional Well-being	License for Telehealth	\$2,000	Y
Other	Outdoor space modifications	\$20,000	N
Mental Health and Emotional Well-being	School Social Worker	\$40,170	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
34%	\$948,453

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.]

The needs of English Learners and low-income students, and foster youth are always at the forefront of our actions, especially because ELs and low-income students comprise the majority of our school population. The actions taken here are made through an MTSS approach, providing varying degrees of intensive support based on the data/information gathered for the student. Through data-driven personalized learning we monitor the needs of the individual student and will respond to their needs. The effectiveness of our approach will be determined and captured through the data gathered across the year. We will respond and further tailor the support for ELs, and low-income students across the year during trimester benchmarks, and through the Integrated Services model.

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

The services for English learners are increased due to the additional intervention that will be provided by a full-time Reading Specialist for the 2020-21 school year. The Reading Specialist will implement a new reading intervention program that will provide consistent support in foundational reading skills to respond to the learning loss. The addition of five Instructional Assistants will also serve to support English Learners in the classroom by providing small group instruction in English Language Arts, Mathematics, and English Language Development closing learning gaps. The Intervention Program offered during afterschool hours will also help to close the gap.