

# 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>.

| 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.]

There have been numerous changes and challenges due to the COVID pandemic. Primarily our school population serves an at-risk population with limited resources. We have loaned chromebooks to all students and provided hotspots to families that require support. We traditionally support families that are experiencing homelessness. However, this year the Missions and temporary housing have been distributed across the city to adjust for risk of COVID exposure.

In addition, the community that we serve works primarily in the area around the middle school. Because of the limited financial means of our community when government restrictions began to be implemented, the economic stability of our community began to suffer and the needs of our families became much more significant.

Lastly, our teaching staff had to undergo numerous change in their teaching expectations because of the changes in learning expectations for students. Our staff had to very quickly make changes to their entire instructional program in order to make sure that we were ready to start remote learning as soon as possible. Our additional support staff also had to take on new roles in order to help implement our program successfully and ensure that the educational experience of students could continue remotely.

## Stakeholder Engagement

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

There have been numerous ways that we have sought parent and stakeholder feedback in order to make our program as responsive as possible to our student needs. We engaged with parents in multiple meetings in order to gauge their needs. These were not just our regular ELAC and SSC meetings but also our monthly Coffee with the Principal Meeting. Throughout these meetings we were able to see where parents had particular needs both in the logistics of the implementation of our distance learning program, but also in the educational expectations of the program. Along with these meetings we also surveyed parents several times in order to see what their actual needs were for supporting their child in distance learning. Lastly, we made numerous calls to parents that we had identified as our higher risk families in

order to see how we could support these students and their families both in the short and long term. Simultaneously we met with teachers and teacher leaders to gauge the needs of the staff around supporting students in distance learning. Lastly, we surveyed our students around what they found to be the most impactful from their distance learning experience and what could make the experience more positive for them. Based on this feedback we were able to make changes in our overall schedule as well as our support services from our Spring to Fall offerings, that we felt better met our student and community needs. Additionally, this allowed us to receive the necessary feedback to provide multiple parent meetings organized by grade-level, which gave us the opportunity to differentiate our support to parent groups based on their needs.

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

We provided parents the opportunity to participate either via Zoom or via phone, in our meetings. As a result of these options we actually found our attendance increase in our parent meetings from when we were holding meetings in person.

[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 concern with high amounts of screen time, physical stimulation and social & emotional development during the pandemic. Questions were asked about what the school will do to mitigate learning loss. Parents seek technology support and a more consistent internet service, and ways to verify that their child is completing work assignments and performing adequately in academic task. There is widespread concern about the needs of English Learners and their on-going support.

[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 two weeks of school dedicated to building community and relationships between students and staff based on recommendations and research by CASEL Collaborative for Academic Social & Emotional Learning <https://casel.org/faqs/> and 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
- 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 all staff dedicated to attendance. Attendance is taken during all instructional periods by Aides and support staff. This results in 7 sessions throughout the day when a student can participate synchronous or asynchronous work. 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. 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.]

We are seeking to meet the guidelines provided for the County of Los Angeles as outlined by the Department of Public Health, while at the same time meeting the needs of our neediest students. We have already prioritized the needs of many of our students in order to determine which students are at highest risk of significant learning loss. In addition, we are additionally looking to support families that are having the greatest amount of difficulty in helping their child in Distance Learning as well as families that are not able to have their child learning at home due to needing to work. In addition to this work around our student population, we have also implemented rigorous protocols around cleanliness and student/staff screening in order to be able to ensure that when students do come back on campus we are able to stay there.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Stipends for Staff: Reading Specialist, Intervention Specialist, Math Specialist      | \$11,000    | Y            |
| Operational Support – Custodial Services plus overtime to implement COVID-19 schedule | \$81,600    | Y            |
| Operational Support – Signage and PPE   | \$54,742    | Y            |
| Additional Materials  | \$18,000    | Y            |

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Additional Staff- Instructional Assistants to support small group instruction (6 IAs) part time | \$60,000    | Y            |
| Additional Staff Time: OT   | \$15,000    | Y            |
| Additional Afterschool Staff  | \$10,000    | Y            |
| Staff Time: Leadership  | \$120,000   | 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.]

After the initial two weeks of establishing the new school structure for the year, we revamped our professional development plan in order to focus on providing high quality instruction within the online setting. This worked in tandem with teacher peer observations and administrator observation rounds to ensure that best practices were put into place. This helped teachers to incorporate new resources to support students in their online learning as well as ensure that the distance learning opportunities were of the highest quality. Our focus on instruction also worked in conjunction with giving teachers planning and sharing time with each other. Teachers were encouraged to share resources and work within grade-levels in order to implement consistent strategies. An additional benefit that came of this common planning time was teachers working vertically across grade-levels in order to share new teaching techniques with their peers. This was then facilitated by a streamlined structure by which students could access live and archived lessons and have there be as few barriers as possible for students to access the curriculum. Teachers provided almost all lessons live on a daily basis and then within those classes, differentiated instruction for students with varying ability levels and incorporated SWD staff to support students with highest needs. In addition, we leveraged paraprofessional support staff to track student engagement and attendance and regularly communicate with parents to make sure that students were participating on a regular basis.

### 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 students 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 Middle School (PLN CMS) conducted multiple days of tech distributions from 8-3pm over the course of a week prior to the start of

class. Families received one device per child enrolled, a hotspot if they expressed a need for connectivity, and 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. Families received letters in the mail with links to the school learning hub as well as each student's Google sign-in information. The middle school distributed 243 Chromebooks and 34 hotspot devices. There are 309 children enrolled. Office staff have called and followed up with parents, and letting them come to the school to pick up devices when staff are on site. Even though PLN CMS has not finished giving out all of its hotspots, the demand is still higher than predicted so PLN has already submitted an order for additional hotspots to serve families with internet need, or as needs change over the course of the year. After the tech distribution and before the first day of classes, admin and teachers hosted two Zoom meetings to orient students around the learning hub web pages for each grade level, and linked students to a page of training videos to show them how to use the various class tools. This was announced to parents through texts, Class Dojo, voicemails, and the introductory letter. 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.]

Assessments for student progress take place in several key ways at CMS. We have implemented a new testing protocol and program that gives us consistency in both Mathematics and ELA measurements and will allow teachers to more adequately monitor student progress and measure the time of engagement of students in the platforms. Additionally, we added a monthly standards-based assessment that align with student performance to ensure students are on track. The results of these assessments will then be used for grouping of students to ensure that teachers can differentiate effectively and help students maintain engagement and participation in the day-to-day instruction that is taking place.

For our schedule we have ensured that student instructional minutes are met and that students had opportunities to participate to do work synchronously and asynchronously. This also has been done with a greater amount of technology to leverage the available tools that are present for student support. In addition to helping students have greater access to the curriculum, the leveraging of technology throughout the instructional day provides an opportunity for teachers to assess participation of students in the curriculum.

Throughout all of these instructional opportunities, attendance is taken for students at various points as they move from one instructional session to another and will count for their participation for the day. For students that show persistent challenges in their attendance we have staff dedicated to support students in access as well as overcoming barriers to continued successful participation.

## **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 – screen casting plugin for screen capture with video editing capacity; 3. Google Classroom; 4. Class Dojo; 5. Paid: Read Theory for reading assessment in upper elementary and middle school; 6. Paid: i-Ready – assessment and data engine for reading and math; 7. 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; 8. 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.

## Staff Roles and Responsibilities

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

One of our campus assistants that peripherally supported with technology has now become dedicated to providing 1:1 technical support for students. In addition, several of our out-of-the-classroom staff have taken on roles with specific support for students around attendance support and calling parents.

## 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.]

CMS was able to meet the needs of our EL students primarily through maintaining the same structure of both Integrated and Designated ELD. Students were still expected to attend a daily ELD lesson and were provided additional support opportunities to help them in their language acquisition. In our capacity-building with teachers, we also focused on incorporating additional strategies for students to help them build their speaking and listening skills along with reading and writing. For our low-income students, we focused primarily on removing barriers from their access to the curriculum and resources. We provided numerous opportunities for students to receive technology and set the up for internet access facilitated through numerous communication channels which we employed (Class Dojo, phone calls to families in English and Spanish, texts to families, utilizing our school website). In addition, we provided students with Wi-Fi hotspots as needed. We

also made regular calls to families in order to ensure that students that were identified as ‘at-risk’ were followed-up with. Lastly, we participated in an organization-wide “Resource Task Force” which was used to help support students and families that had fallen upon significant hardships during the shutdown. By doing this we were able to provide concrete supports for students whose families were struggling, in order to ensure that students had the minimal interruptions and distractions to their learning. Concrete supports ranged from access to free food and financial support (through grants) to pay for groceries, rent, utilities, and other needs.

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

| Description                               | Total Funds | Contributing |
|---|-------------|--------------|
| Technology Licenses – NearPod             | \$8,000     | Y            |
| Computer Devices for students: Homeless   | \$10,000    | Y            |
| Hot Spots                                 | \$3,000     | Y            |
| Computer Devices for Students: all others | \$60,000    | N            |
| Staff Costs: Certificated                 | \$1,265,791 | N            |
| Teacher Stipends                          | \$7,000     | N            |
| Staff Cost: Classified                    | \$425,958   | N            |
| Computer Devices for staff                | \$5,000     | N            |
| Instructional Materials                   | \$5,000     | N            |
| Staff Cost: AfterSchool                   | \$227,853   | 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.]

"For CMS the goal for the year was preventing learning loss and seeking academic growth for our students. This involved several key areas which we decided were key in order to ensure that we met our established goals.

One of the first areas that we decided was key to improve our student outcomes and minimize instructional impacts was to restructure our schedule. This was done with the purpose of emphasizing small-group time for students to close instructional gaps that were present and prevent additional learning loss. In addition, we felt that this alternative structure would help us greater differentiate instruction for students.

Another key change in our learning strategy that we felt was key in implementing our overall goal was a greater implementation of a structured assessment protocol. This protocol involved assessing students with a significant formative assessment three times throughout the year. Along with these large formative assessments we also included aligned monthly benchmark assessments. These were put into place in order to ensure students are progressing throughout the year.

There also was a reevaluation of our professional development calendar for the year and a reemphasis on data analysis to implement a responsive program around Math, ELA, and ELD. This was to result in a program that supported students in key areas and helped to ensure that learning loss was minimized. "

## **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.]

With our transition to distance learning, we have been able to adjust our schedule in order to provide greater opportunities to mitigate student learning loss. We restructured our schedule in order to provide a greater amount of opportunities for teachers and students to interact in small groups. We also have worked with our organization to bring in additional staff and support to work with small groups of students. We emphasized support for our most high-risk students in order to make sure that the students had their academic needs met. Specifically, our schedule was set up with opportunities for teachers to specifically support around instruction for our SWD groups and Instructional Assistants.

Another key part of our LCAP to ensure student growth has been the implementation of a school-wide intervention plan. This required taking the funding to hire additional staff and then placing those staff with key groups of students that need the most support. We felt that this targeted intervention program would move students from being most at-risk to being able to work at grade-level expectations.

With a modified schedule that provided greater small group and individual support we seek to make this year not just one that mitigates loss but rather gives students opportunities to grow in their academic abilities.

## **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.]

Our measurements for student success will be based on several formative assessments that will take place along with data analysis on the results to be able to determine student trends. Teachers will administer iReady assessments to capture areas of student growth and this will then be paired with analysis during Professional Development time to see if students are on track and if strategies that are implementing are proving to be effective.



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

| Description                   | Total Funds | Contributing |
|-------------------------------|-------------|--------------|
| Saturday Intervention Program | \$ 20,000   | 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.]

Students engagement is measured by absences and performance on assigned classwork, examinations, projects, group work and homework. In addition, communication with parents and students is also a contributing detail to engagement. When a student has been absent from all classes in a day. When a student does not attend class but does not submit assignments or complete classwork. Teachers use the clasdojo system to communicate with parents. In addition, teachers will contact parents to determine a plan for assignment of recovery. The following tiers are followed if the upon the teacher's referral: Tier 1: teacher remains in contact with parent and student to monitor work production and completion. Tier 2: Teacher indicated that student/parent have been unsuccessful with Tier 1 intervention and or parent/student are unresponsive. School Counselor/school case manager/ office manager will work to identify student/family needs work with administration to facilitate supports for student to increase engagement. Tier 3: Tier 1 & 2 interventions have been determined to be unsuccessful or communication with family is unsuccessful. Student/family will be referred to School social worker for virtual home visit. and Referral to our Integrated Services team for facilitation of supports and interventions (i.e., mental health counseling, referral to state and county family services). For students that have an unexcused absences they receive an automated call from the main office after which the following tiers are followed: Tier 1: student that has multiple absences consecutive or in a week are called by main office attendance clerk and asked to verify reason for attendance Tier 2: Students that demonstrate a pattern of 2 or more absences for consecutive weeks are referred to the school counselor and case manager to participate in individual counseling to provide supports for improved attendance. Tier 3: Tier 1 & 2 interventions have been determined to be unsuccessful or communication with family is unsuccessful. Student/family will be referred to School social worker for virtual home visit. and Referral to our Integrated Services team for facilitation of supports and interventions (i.e., mental health counseling, referral to state and county family services).

## 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 complaint 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.) | \$15,000    | 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   | School Case Aide Cost  | \$23,819    | N            |
| Mental Health and Emotional Well-being | License for Telehealth   | \$2,000     | Y            |
| 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 |
| 33%  | \$756,871  |

### 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.]

One action taken for the entire school was the loaning of technology to all students. Needs of foster youth, ELs and low income students were considered first by the communicating clearly with all families and guardians facilitating access to the technology. All of our student community are a part of the aforementioned groups. All families were invited to come to the school site and safely pick up technology. Bilingual Staff were trained and available to support parents and students to operate the technology and to help parents to complete the loan

agreements. In addition, Students that are in foster care or experiencing homelessness were scheduled to come to campus to meet with our school counselor or case manager to ensure that technology was delivered and functional.

[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 that are being provided for foster youth, English learners, and low income students were increased significantly over 33% by building a structure that provided greater access to these students through targeted concrete services along with services in the classroom to help students. Additional technology was purchased specifically for low-income students to ensure that these students were given the level of access to be able to participate in classes without limitations. This included not just computers but also internet access for students. Along with the concrete supports there were provided for these students there was also the support of targeted instructional aides. This support for these students was implemented in order to make sure that these students received the individual attention needed to close educational gaps that are present.