

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
Para Los Niños-Evelyn Thurman Gratts Primary Center	Lorena Rodriguez, Principal	Lrodriguez@paralosninos.org 213-481-3200

General Information

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

The Para Los Niños-Evelyn Thurman Gratts Primary Center community has been impacted to an extreme level by the COVID-19 pandemic. Prior to the pandemic, families faced economic hardships, were living in under-resourced communities, and many were experiencing 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. As of March 13, 2020, Evelyn Thurman Gratts Primary Center staff, families, students and community have made several changes to our daily school site functions to ensure that we are supporting each other in meeting basic needs socially, emotionally and instructional. The closing of our school due to the COVID-19 pandemic enhanced the various needs, challenges, and inequities that already existed surrounding our families. Communication has been key during the school closure, immediately after March 13th, teachers contacted all their families to verify contact numbers, addresses, access to food, and technology. Our plan for communication includes daily family/student messages on ClassDojo, weekly calls to families by classroom teacher and/or instructional assistant, bi-weekly messages from the principal on ClassDojo, principal calls via our call center platform OneCall- Monday recorded messages are for parents and Wednesday recorded messages are for students. Our mental health therapists and parent engagement liason have supported our families by providing mental health access, PLN food warehouse, diapers, giftcards, housing vouchers, clothing and stipends for basic bills (internet, electricity, cell phone). Our parent engagement meetings include monthly Learning with the Principal and Zoom with the Principal (prev. known as Coffee with the Principal) and monthly Learning with the Teacher Zoom sessions. These platforms provide parents school information, where to access certain basic resources provided by community and/or Para Los Ninos partners.

Stakeholder Engagement

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

Para Los Niños - Evelyn Thurman Gratts creates opportunities for family/stakeholders to provide feedback in many ways. 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, activity calendars are sent on a monthly basis via school website and/or USPS, providing school information, postings and parent education information. During monthly Zoom with the Principal, and Learning with the Principal, the principal

presents vital school information, and provides an open forum, which gives parents the opportunity to make comments, suggestions, and provide 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). Learning with the Teacher monthly meetings provide a smaller platform for families to build their capacity on grade level expectations and strategies they may provide at home. 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 Night, Parent Engagement events such as Family Paint Night, STEAM Family Saturday, Saturday Homework Club sessions etc. On average, over 60 parents attended these virtual meetings. Feedback provided through these meetings, included polling and follow-up calls from teachers to capture individual feedback. 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 Team. 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 for TK-2nd grade parents. Parents were given opportunities for feedback, questions, and suggestions. Gratts Primary Center provided Family Days at the school site to pick-up instructional materials 'Brain Bags' and technology. Prior to the first day of school, teachers contacted all their families to introduce themselves and provide 1:1 attention to any wonderings they might need answered. Every 3-4 weeks, families are provided a 'Brain Bag' with additional instructional materials for the lesson planned for the upcoming weeks-instructional material might include STEAM activity packets (science experiment sets), writing journals, specific math manipulative used for lessons, leveled readers, physical education equipment, books, etc. 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, a Technology Hotline with a full-time and part-time staff and every other Saturday staff is on site to provide 1:1 technology support for parents not available during the week. 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; The Learning Model Task Force.

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

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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 Night, Parent Engagement events such as Family Paint Night, STEAM Family Saturday, Saturday Homework Club sessions etc. An average of over 60 parents attended these virtual meetings. Feedback provided through these meetings, included polling and follow-up calls from teachers to capture individual feedback. 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. 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.

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

During our monthly (March-June) parent informational and/or learning meetings parents voiced two opposing concerns--1. excessive screen time, which required parents to allow their child to use their cellphone to participate in live sessions/learning platforms and 2. not enough screen time -- group of parents wanted their child to be engaged in more screen time with teacher and or support staff vs. learning platforms (such as Reading A-Z, Nearpod, Epic). Both groups of parents expressed concerns of limited technology access and/or internet. Teachers/staff-provided monthly feedback during monthly individual check-ins with the principal-they expressed the need for additional opportunities to build their capacity with various learning platforms and increased timeframes to plan with their grade level.

[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. 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 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 8 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.]

We are seeking to meet the guidelines provided for the County of Los Angeles as outlined by the Department of Public Health, which will allow us to provide in-person instruction to no more than 10% of our student body, 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
Additional Staff- Instructional Assistants to support small group instruction (4 IAs) part time	\$42,075	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	\$46,880	Y
Leadership Salary (Split between in-person and distance learning)	\$92,962	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.]

Prior to the beginning of the first day of school, grade levels met to begin planning their Scope and Sequence and Distant Learning Google lesson planner. During this time grade levels determined which specific standards would be focused during the 1st Trimester. Their lessons were developed and planned with the standard at the focal point. Every week teachers/instructional assistants/support staff attend grade level planning meetings to build capacity and understanding of the virtual learning platforms Nearpod, Class Dojo and Zoom. Our Grade Level Scope & Sequence provides a platform for planning of standards, small group Zoom session topics, homework to compliment Nearpod lesson sessions.

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 Gratts Primary Center conducted multiple days of tech distributions during their Family Welcome nights. Families received bags of school supplies and one Chromebook per student, and touchscreen Chromebooks if any students are enrolled in transitional kindergarten. All parents were asked about internet connectivity at home when they were on site to pick up a device, and those who needed a hotspot were distributed one. Upon running out of hotspots, names of families were recorded on a waiting list to receive them once we receive our next order. 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. At these distributions, school staff personally walked parents through how to use the devices and get on the main learning platforms like Class Dojo, Zoom, Nearpod, and Clever. Students also received a Clever badge and their Google username and password. PLN GPC distributed 270 Chromebooks and 60 hotspots, with 45 names on the waiting list for hotspots. Office staff are calling families who have not yet received tech or have not yet come in to the school. We have submitted an order for additional hotspots to serve families with internet need. Tech support has been staffed by office staff, and now all calls are directed to the school assessment coordinator who has been a de facto tech lead at this site.

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.]

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 8 sessions-which includes Zoom Live sessions, Nearpod Student paced lessons, ClassDojo assignments and uploads, Prodigy, Reading A-Z 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.

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: Read Theory for reading assessment in upper elementary and middle school; 8. Paid: i-Ready – assessment and data engine for reading and math; 9. 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; 10. 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.]

Our Student Success & Support coordinator has taken center stage to prioritize technology access to our students; he has organized and provided 1:1 support both via phone calls and on-site. Specifically, he provides additional technology support every other Saturday to our working families 1:1. He provides small group instruction and support to our classroom teachers during Zoom breakout rooms. Our campus assistant has now been supporting with gathering and packaging student 'Brain Bags' for pick-up by parents every 3-4 weeks. Our library specialist provides support with coordinating and scheduling 1:1 benchmark assessment appointment with in social distancing guidelines. She follows up with parents and ensure that all students have been scheduled. The principal is providing lesson demonstrations during live Zoom classrooms on phonics/writing and how they are connected to each other.

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 maintained the Learning Academy model* to structure the week in order to provide small group differentiation and instruction for English learners and all students identified as needing additional differentiated support in all ELA, Mathematics. Teachers and Instructional Assistants provided language development support, opportunities for small group guided practice, and feedback for English Learners to have access toward grade level standards. Para Los Niños-Evelyn Thurman was able to provide/distribute 90 students technology to support their learning via Distance Learning. Technology was distributed using the following criteria-students with IEPs, students with mental health sessions and students with active Student Success learning goals-72 out of 90 technology devices distributed were to English Language Learners. Our Integrated Services meetings focused on student attendance, family challenges, and well-being. Follow-up calls to families were made in much the same way that we were set up to do, but with larger numbers due to absences or lack of follow-through with student assignments. All families had multiple contacts by phone, by email, by One Calls. Through Integrated Services, families also received 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
Technology Licenses to enhance Live Learning sessions- Boom Cards, Discovery (for small group)	\$5,000	Y
Math Manipulatives to support student learning from home	\$5,000	Y
Brain Bags	\$7,500	N
Computer Devices for students	\$63,750	N
Hot Spots	\$1,800	Y
Staff Costs: Certificated	\$1,293,384	N
Teacher Stipends	\$7,000	N
Staff Cost: Classified	\$407,059	N
Leadership Salary (Split between in-person and distance learning)	\$92,962	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.]

During our distance learning model our instructional schedule includes taking attendance in the AM Live Zoom Session (K-10:00; 1st-9:30am; 2nd-9:00am) and PM Live Zoom Session (K-1:00pm; 1st-2:15pm; 2nd -2:00pm) on Illuminate (attendance platform)-any student unable to attend one or both live sessions due technological issues/delays, sickness, or family emergency is to notify the teacher and/or office of the absence. We follow-up with families on a weekly basis-on Fridays teachers and support staff communicate with our families via text or phone call- teachers and staff have access to a Google Form that is filled out for every family we communicate with and notes are indicated if administration needs to follow-up. For any student having difficulty with attendance via Zoom Live sessions due to connection, access to internet, parent work hours, language barriers we are supporting by having the family on a Personalized Learning Plan (PLP). The PLP supports families and students to access instructional expectations via individual homework packets-these plans are developed in agreement with the family, student, teacher and principal. We currently have six families on PLPs due to limited support at home during school hours, language barriers with babysitters and/or limited access to internet.

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/break out rooms supported by instructional assistants and program youth workers. 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-based on 1:1 benchmark assessment completed before the first day of school. Specifically, our schedule was set up with opportunities for teachers to specifically support around instruction for our English Language Learners. Another key part of our LCAP to ensure student growth has been the implementation of our school-wide Learning Academy Model. This model provides intentional opportunities for teachers to focus on a specific skill to a small group of students. This required taking 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 benchmark assessments that will take place in August, January and May with data analysis on the results to be able to determine student trends. Specifically, progress monitoring data will provide teachers opportunity to partake in in cycles of analyze→diagnose→design→action→reflect. Teachers will administer benchmark 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. Professional Development will be planned on specific needs evident in data analysis.

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

Description	Total Funds	Contributing
ABC Consulting-principal and consultant will provide specific learning cycles with grade levels to enhance their understanding of phonics and its direct connection to writing-support will be provided to individual teachers and by grade level	\$ 10,000	N
95% Phonics Program-intervention materials provides teachers an explanation of Phonics patterns using manipulatives and sound-spelling pattern identification- this will also support in EL Education Microphases	\$ 12,000	Y
Saturday Intervention Program 5 Cycles	\$ 25,000	Y
Parent Workshops/Engagement Opportunities to build capacity in the area of phonics and writing	\$ 5,000	N
Saturday Staff Time	\$ 1,500	N
Additional Aides	\$56,100	Y

Mental Health and Social and Emotional Well-Being

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

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.]

During our distance learning model our instructional schedule includes taking attendance in the AM Live Zoom Session (K-10:00; 1st-9:30am; 2nd-9:00am) and PM Live Zoom Session (K-1:00pm; 1st-2:15pm; 2nd -2:00pm) on Illuminate (attendance platform)-any student unable to attend one or both live sessions due technological issues/delays, sickness, or family emergency is to notify the teacher and/or office of the absence. We follow-up with families on a weekly basis--on Fridays, teachers and support staff communicate with our families via text or phone call; teachers and staff have access to a Google Form that is filled out for every family we communicate with and notes are indicated if administration needs to follow-up. For any student having difficulty with attendance via Zoom Live sessions due to connection, access to internet, parent work hours, language barriers we are supporting by having the family on a Personalized Learning Plan (PLP). The PLP supports families and students to access instructional expectations via individual homework packets-these plans are developed in agreement with the family, student, teacher and principal. We currently have six families on PLPs due to limited support at home during school hours, language barriers with babysitters and/or limited access to internet.

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
Mental Health and Emotional Well-being	Social Worker Staff Time	\$13,390	Y
Pupil and Family Engagement Outreach	Cost for One-Call	\$250	N
Nutrition	Purchase of additional Equipment for outside lunch	\$2,500	N
Pupil and Family Engagement Outreach	Parent Engagement Activities	\$20,000	N
Pupil and Family Engagement Outreach	Staff Cost	\$4,838	N
Mental Health and Emotional Well-being	License for Telehealth	\$2,000	Y
Pupil Engagement	After-School Staff	\$253,278	N

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%	\$747,229

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.]

Foster youth, English learners and low-income students were primarily taken into account due to the inequities experienced by the hardships implicated by the pandemic. An increase in purchasing technology and hotspots for the school site took priority to ensure specific groups of students would have equitable access to technology and learning strategies.

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

Foster youth, English learners and low-income students were primarily taken into account due to the inequities experienced by the hardships implicated by the pandemic. An increase in developing additional school opportunities during Saturday School Intervention, purchasing a phonics to support teachers in understanding of Phonics patterns using manipulatives and sound-spelling pattern identification--this will also support in EL Education Microphases. Also purchasing technology and hotspots for the school site took priority to ensure specific groups of students would have equitable access to technology and learning strategies.