

# 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.]

In response to COVID-19, all 1,386 Los Angeles Unified schools have been closed since March 16, 2020. Despite these closures, Los Angeles Unified School District’s 66,500+ staff remain dedicated to serving the 557,000+ students across the District and to supporting families and communities throughout the 710 square miles of the District. The challenge for Los Angeles schools and communities, given the current public health landscape, is how to meet three important objectives for our community through multi-tiered systems of supports for all students:

1. Protecting the health & safety of the school community (reduce risk for all at schools, help decrease the spread of the virus)
  - Since the March closures, as the District has continued to follow the guidance of federal, state, and county public health experts, all schools remain closed.
  - Any scheduled gatherings such as assemblies and meetings have either shifted to online venues or have been cancelled.
  - Accommodations have been made for most employees to work remotely.
  - For those employees who are reporting to offices and operational work sites, those locations are sanitized regularly and employees provided with appropriate protective equipment.
2. Providing a safety net for the basic needs of students & families (devices to access instruction, nutrition, and mental health)
  - All students will have a device, internet, and instructional materials in 2020-21, as well as support to repair or replace devices that are not working. (For more detail, see “Access to Devices & Connectivity” section below)
  - Los Angeles Unified will continue our food relief effort at our 63 Grab & Go Food Centers until students physically return to campus. (For more detail, see “School Nutrition” section below)
  - The District’s Student and Family Wellness hotline will continue to operate to provide linkage to basic resources as well as physical and mental health services and consultation for educators, and social and emotional supports are being embedded at the classroom, school, and district levels throughout the District. (For more detail, see "Mental Health and Social and Emotional Well-Being” section below)
3. Meeting the learning needs of students and improving the educational experience this fall above the emergency closures in the spring (address learning loss due to absence from school, maximize instructional time, quality online and in-person instruction)

- Improving Online Learning: regular schedule with a defined school day from 9am to 2:15 pm, standards-based instruction, daily live interaction, and assessment of student progress
- Attendance and Participation: daily attendance will be taken, and more data collected on where students are engaged
- Extra Support for Students: tutoring by appointment, Saturday School options for extra support and enrichment, and intersession learning (Winter break)

Kenter Canyon ECS as a neighborhood school serving 557 students who live in its attendance area in the Brentwood community of Los Angeles and non-neighborhood students who attend the school as lottery space allows. Kenter Canon's 24 certificated employees and 27 classified employees serve an urban, multicultural student body without regard to race, sex, color, ethnicity, religion, sexual orientation, medical condition, sexual condition, national origin, or disability. The school is comprised of:

- 8.1% English Learners,
- 26.3% RFEP;
- 0% Foster Youth;
- 7.4% Students with Disabilities;
- 3% Socio-Economically Disadvantaged;
- 77.1% White;
- 2% Pacific Islander;
- 8.3% Latino;
- 9% African American;
- 6.7% Asian

Kenter has seen many changes since becoming an affiliated charter in 1995. Stakeholders have come together with increasing strength to provide and maintain a high level of instruction as evidenced with student proficiency of 84.5% in ELA and 82.3% in Math.

Due to Covid-19, school closures were announced on March 12, 2020. Student packets of supplies, books, supplemental, etc. were sent home on March 13; closures started on March 16. Device distribution and Meal Distribution started March 18. Teachers began to track students' participation on March 16. The office staff assisted in contacting families who were not participating in online distance learning. Of 557 students, 555 was our daily average participation. No hot spots were needed. All students in grades 2-5 had 100% of their students online daily. Office hours were scheduled 3 hours weekly to enable parents/students to clarify, seek support, share emotions, etc. with teachers. Staff registered for professional development sessions. As the school year closed on June 7, 2020, Summer School options were afforded to all students within LAUSD. For students and families, the school's website continued to serve as a resource for At-Home Continuity Plan resources, updates and announcements in addition to Principal's Weekly Bulletin and email/phone messages to families and staff regarding updates/announcements.

Affiliated charter schools like Kenter Canyon ECS are operated by the District and follow all district-wide policies, including those outlined above. Kenter Canyon will also pursue school-level strategies to meet these three objectives, including:

1. Protecting the health & safety of the school community: Clear health and safety protocols (see In-Person Instructional Offerings below).
2. Providing a safety net for the basic needs of students & families: Device distribution will empower all students to have access to online instruction (See Access to Devices and Connectivity below)
3. Meeting the learning needs of students and improving the educational experience this fall: Kenter Canyon ECS teachers will continue to pursue the strategies above, and will further develop their educational practice and supports to meet the needs of all students, including English learners, foster youth, and low-income students.

Note that all federal and state COVID-related funds allocated to Los Angeles Unified School District are being spent on a district-wide basis in order to strengthen our safety net for all LA Unified students in the District and are therefore covered in the District's Learning Continuity and Attendance Plan.

## Stakeholder Engagement

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

Los Angeles Unified conducted extensive stakeholder engagement across the district, including for our school community:

- Working Groups: From April to July, Los Angeles Unified convened working groups with students, parents/guardians (Community Advisory Committee, Parent Advisory Committee, District English Learning Advisory Committee, Local District Volunteers), teachers, school site administrators, labor partners (UTLA, AALA, CSEA, SEIU, Teamsters, Trades), community-based organizations, Administrator Organization Presidents & Principal Volunteer Group, central office division leads, and local district administrators in order to garner feedback and input around back to school planning.
- Surveys: Los Angeles Unified sought broader perspective and input on distance learning and back to school planning through a family survey from 6/9/20 to 6/29/20 and a separate staff survey (6/8/20-6/22/20). The family survey yielded around 85,000 responses, and the staff survey (sent to district teachers, principals, administrators, and other school personnel) yielded around 48,000 responses. In addition, Local District East implemented a distance learning survey to parents at each Community of Schools with the Local District, and received over 12,000 responses on their experiences of distance learning in the spring, which helped guide decision-making on instructional requirements this fall.
- Communities of Schools Town Halls: Communities of Schools held over 40 town halls since July to create forums for families to discuss issues related to the new school year and provide direct feedback to their local Community of School on "Back to School Planning"

topics. Families were surveyed during the town halls via text message and online in both English and Spanish on the following questions: need for childcare, the importance of COVID testing, and interest in enrichment/extended learning opportunities

- Emails and phone calls: From April to August, Los Angeles Unified collected feedback from hundreds of emails, phone calls, and traditional mail regarding school planning topics.
- Superintendent updates: Since March 16th, Superintendent Beutner has shared updates via recorded videos airing on KLCS and shared on the Los Angeles Unified website in order to keep our communities informed and current on the impacts of the pandemic on our planning, operations, and offerings.
- District English Learner Advisory Committee / Parent Advisory Committee Consultation: District staff also sought feedback and input from the District English Learner Advisory Committee and the Parent Advisory Committee in eight separate meetings.
- Engagement of Parents of Students with Disabilities: On July 31st, the District met held an information session with parents of students with disabilities, providing an overview of the LCFF and regular LCAP process, as well as discussing the Learning Continuity and Attendance Plan draft template.
- Superintendent's Student Advisory Council (SSAC) Consultation: On August 17th, the District presented an overview of the Learning Continuity and Attendance Plan content to the Superintendent's Student Advisory Council, and sought input on the plan.
- Student Focus Group Consultation: The District presented an overview of the Learning Continuity and Attendance Plan content to three separate focus groups (a group of English Learners convened in collaboration with the Parent and Community Services Division's Student Services Unit, students in foster care convened through the Student Health and Human Services Division's Student Support team, and a third group convened in partnership with InnerCity Struggle), and sought input on the plan
- Community Org Consultation: On August 24th, the District presented an overview of the Learning Continuity and Attendance Plan to Los Angeles community partners and sought input from them on the available draft content.
- Labor Partner Consultation: On August 28th, the District presented an overview of the Learning Continuity and Attendance Plan to Los Angeles Unified labor partners and sought input from them on the available draft content.
- Board Meetings: The Los Angeles Unified and affiliated charter Learning Continuity and Attendance Plans were presented to the District board in a public hearing on September 15th, and adopted at a separate meeting on October 6th.

Our school staff also connected with our communities locally through the following outreach:

- Teachers continue to communicate with families through office hours and/or scheduled conferences.
- The Principal continued to send weekly announcements and updates on resources, enrichment opportunities and intervention options as well as social emotional resources/information.
- The Principal used BlackBoard Connect System to send emails and phone messages to parents and employees to ensure effective communications and transparency with all stakeholders.
- The Principal scheduled monthly "Tea with Terry" informal parent meetings to keep the parents and community abreast of updates and hear their praises and concerns.

- The school's website ([www.kentercanyon.org](http://www.kentercanyon.org)) is continually being updated in order to serve as a primary source of information for parents, students, staff and community.
- Summer School opportunities were shared through these same communication tools.
- Preparations for the distance learning for the first week of the new year were communicated to parents using these same methods for which they have become accustomed.
- The school's Governance Council also met virtually to discuss the Charter Petition Renewal, Oversight Charter Evaluation, Budget for 2021 and other pertinent items as we prepared for 2020-2021 school year.

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

The Zoom platform used for all public meetings and hearings allow for participants without an internet connection to call in via phone. In addition, these public meetings are also interpreted live via Zoom's interpretation feature, in order to empower equitable voice for our community's Spanish speaking members.

BlackBoard Connect messages have alerted Kenter Canyon parents and community about public meetings as well as our school's website. We continued to conduct Committee Meetings, "Tea with Terry", Parent Support Group Meetings, and Town Hall Meetings with specific topics. Weekly flyers, reminders and calendar of events has kept parents informed of these ongoing meeting dates/times and agendas. As we begin the 2020-2021 school year, we've already conducted a Town Hall Meeting to introduce the new Local District Superintendent, Dr. Adaina Brown; GATE Town Hall Informational Meeting; a Community of Schools Town Hall Meeting, a July and August "Tea with Terry", an information meeting regarding Head Room Parents, Parent Portal Training Sessions; Sign-up for Distribution of Materials/Devices for the 2020-2021 school year; Training Sessions on Schoology and how to set up email accounts for students. Three Master Plan Meetings were scheduled and held for English Learner parents. A "Welcome Back" Virtual Webinar entitled, "Onward Together" is scheduled for all parents, students, community, faculty and staff. Google.doc surveys have also been used to seek input from parents on ideas to be considered by our various committees. We value the input from our parents and attribute part of our achievement success to our high involvement of parents at our school.

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

Across all stakeholder groups, District communities of parents, students, educators, and staff all emphasized the importance of improving online learning and communication in 2020-21 above the Spring 2020 closures:

- Students: Desire to see more student engagement/school-wide events, concern for students who don't have connectivity, want acknowledgement that distance learning is different than in-class learning and corresponding supports to be successful in the online environment, focus on social-emotional learning
- Parents: childcare needs, concern over how related services/special education services are delivered remotely, need for social-emotional learning, need for greater training for teachers, concern about getting devices/connectivity working

- Teachers: would require safety systems in place before returning, consideration for teaching from classroom, concerns for childcare, provided list of critical PD topics for online learning, integration of platforms
- Principals: childcare for teachers, importance of co-located charters following same guidelines, preservation of master schedule, potential for flexibility in schooling model for hybrid
- Staff: emphasized the need for health and safety measures to be implemented both now and in a future transition to in-person instruction

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

In response to this feedback, the District has prioritized including the following in planning for the 2020-21 year:

- Expanded Family and Community Supports
  - Ongoing food relief efforts at Grab & Go Food Centers (see School Nutrition below)
  - District-provided childcare systems for staff in place (see Staff Roles and Responsibilities below)
  - Improved parent outreach and communications via the Parent Portal (see Pupil and Family Engagement and Outreach below)
- Rigorous Distance Learning
  - Systems to provide a device and connectivity resources to every child, as well as to repair/replace devices and hotspots that are not working (see Access to Devices and Connectivity below)
  - Dedicated time for Smart Start mandatory PD for teachers to build their capacity to deliver online learning to start the school year (see Continuity of Instruction and Distance Learning Professional Development)
  - Unified platform for online learning via Schoology (see Pupil Participation and Progress below)
- Wraparound Whole Child supports and interventions
  - Social-emotional resources embedded into curriculum (See Mental Health and Social and Emotional Well-Being below)
  - Afterschool and Saturday intervention and enrichment options will be made available (see Pupil Learning Loss Strategies)
  - Interventions and supports for students with unique needs, including English learners, African American / Standard English learners, students with disabilities, students in foster care, low-income students and students experiencing homelessness (see Supports for Pupils with Unique Needs and Pupil Learning Loss Strategies)
  - Student outcome and progress monitoring through the Whole Child Integrated Data System, which will allow our educators to meet the ongoing and developing needs of our students throughout the year (see Effectiveness of Implemented Learning Loss Strategies below)
- Preparation for eventual return to school
  - In response to both parent feedback and guidance from county and state health officials, Los Angeles Unified will start the school year with 100% distance learning (see In-Person Instructional Offerings)
  - Health and Safety protocols including Personal Protective Equipment, facilities maintenance and cleaning practices, and optimal hygiene practices (see In-Person Instructional Offerings)
  - The District will also provide robust testing and contact tracing systems to prepare for an eventual return to school (see In-Person Instructional Offerings below)



At our school site, we heard the following feedback from our parents and educators:

- A survey conducted by Kenter Canyon’s Parent Support Group indicated that parents were quite satisfied when they learned that 100% of Kenter Canyon teachers conducted inter-active daily lessons with his or her students starting March 16.
- The enrichment teachers were not invited to zoom with students due to the time restriction on synchronous times last spring.
  - For the start of this year, all students will have one enrichment activity each day; either art, music, technology, library or physical education.
  - For Fall 2020, all enrichment, intervention and general education lessons will be provided with a blend of synchronous and asynchronous lessons.
- At the Tea with Terry and the Parent Orientation for 2020-2021, parents praised our efforts to secure a day mixed with recreational and academic opportunities.
  - Our school's Student Council continued to hold their monthly meetings.
  - Some of the activities they sponsored included monthly dress up spirit days, a poster campaign for Staff Appreciation Week and a poster campaign for Health Care and Essential Workers.
- Teachers continued to collaborate and share ideas on how to better parents' technology skills for distance learning.
- Parents applauded our staff efforts; however, some parents were not satisfied with the discrepancy between the amount of zoom teachers within the same grade level spent with their students.
  - As we begin to plan for the new school year, all teachers are committed to daily interactive lessons using breakout rooms, discussion chats, and other methods of instruction to support the diverse population needs.

## 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 surveyed about Back to School planning for 2020-21, parents across the District were nearly evenly split across the three instructional delivery options: 35% supported students attending school on campus full-time, 28% supported students learning at home with teachers delivering online instruction, and 37% supported a “blended” approach with students attending school part time in person and part time working online with their teachers. Meanwhile, 57% of staff supported the option to continue to conduct work duties primarily from home.

Los Angeles Unified will begin the school year fully remote, in compliance with California Department Public Health guidance, which states that schools can only reopen once the following criteria are no longer met:

- Occurrence and Testing
  - Achieved less than 150 tests per day per 100,000 people
  - Have more than 100 cases per 100,000 residents
  - Have more than 25 cases per 100,000 residents and case positivity rates greater than 8.0%
- Health System Capacity
  - Have a 10% or more increase in hospitalizations over the past 3 days compared to the prior three days,
  - Less than 20% of ICU beds are open, or
  - Less than 25% of ventilators are available

In the event that these criteria are no longer met and it is deemed advisable to return to campus by the Los Angeles County Department of Public Health and the California Department of Public Health, the District is considering a Hybrid Learning Model to achieve our goal of maintaining social distancing and reducing the number of interactions between people to mitigate the risk of viral spread.

As we start the school year in a 100% distance learning environment, our current protocols reflect the District's commitment to a best in class approach to ensuring the health and safety of our community, including (but not limited to) the following:

- Ensuring proper Personal Protective Equipment is provided for all
- Ensuring facilities are in line with health and safety best practices
- Establishing and allowing for optimal hygiene practices
- Establishing the health and safety practices: require face coverings, physically distancing (6+ feet), symptom checks and screening, staggered start times, one-direction traffic in hallway

In addition, Los Angeles Unified is launching a new program, in collaboration with scientists from UCLA, Stanford, Johns Hopkins University, Microsoft, testing experts and healthcare companies Anthem Blue Cross and Health Net, to provide regular COVID-19 testing and contact tracing to all students and staff, as well as to families of those who test positive.

In order to prepare for an effective instructional transition to a potential hybrid model, the following instructional support will be available for students who have experienced significant learning loss:

- Free tutoring by appointment (both online and in-person) for K-8 students in partnership with Step Up Tutoring
- Saturday School options for extra support and enrichment
- Intersession learning (During winter break)
- Increased resources to support students' instructional foundation in literacy, math skills, and critical thinking at all elementary schools — especially those with learning disabilities and English learners.



Kenter Canyon has taken the following steps for health and safety at our school:

- The school has added social distance markers on its sidewalks to ensure six-foot social distancing between visitors waiting to check-in for registration, check-out of devices or preparing materials.
- At the front entrance gates of the school, a table has been placed with a sign that reads "Please wait here for assistance."
- The table has masks, gloves, wet-wipes and sanitizers.
- There is a box for parents to return any types of documents without staff having to touch them.
- Workers wear gloves when handing out devices and other items.
- A large sign is posted at the entrance gates that reads, "Facial Covering/Mask Are Required for Entry."
- Signs and arrows indicate the path of travel for persons entering campus and lead to exits at various points on campus.
- Employees who desire to work on campus are to respond to a Health Questionnaire in order to receive Principal Authorization to be on campus.
- The office staff shares a variety of workstations to ensure social distancing.
- No food or drink is allowed to eliminate the need for custodial workers to have to touch another persons' trash or leftovers.
- Water bottles are welcome and are taken home with the employee each day.
- Plexi-glass is being prepared for installation in our office counter by LAUSD Maintenance and Operations.

**Actions Related to In-Person Instructional Offerings**

Description	Total Funds	Contributing
(Action 1) School will invest in ongoing maintenance to prepare for a future return to in-person instruction	\$1,822,311	N
Note that expenditures for health and safety protocols are covered under the District’s Learning Continuity and Attendance Plan, as these actions are taken district-wide.	N/A	N/A

**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.]

We are committed to providing high-quality instruction to all our students and to improving online learning in 2020-21 over the experience of distance learning in the spring.

First, across the District we implemented a “Smart Start” to kick off the school year:

- August 17-19: United Teachers of LA educators engaged in mandatory professional development each morning (for a total of 10 hours across the three days). In the afternoons of August 17th and 18th, teachers focused on individual preparation and planning, and the afternoon of August 19th was dedicated for making initial contact with students and families.
- August 20-28: Local Districts and the Division of Instruction created Smart Start lessons to be delivered from August 20 through August 28, with the goal of helping teachers build positive rapport with students and parents

From there, online learning in 2020-21 will focus on the following:

- All students will be exposed to rigorous, cognitively engaging learning experiences via Los Angeles Unified’s district-wide learning management system, Schoology
  - The school day will extend from 9am to 2:15pm in order to provide consistency for learners and their families.
  - Each school day must include live interaction, as well as small group and independent work for students.
  - Student advisory periods will create opportunities to focus on social-emotional needs.
  - Feedback will be timely, frequent, relevant, and aligned to the instructional outcome.
- Instruction will be standards-aligned and strategically focused on addressing pupil learning loss:
  - Educators will be expected to work 360 minutes per day on average
  - Teachers will focus on teaching essential standards and will prioritize the concepts and skills that are of immediate importance.
  - We will provide academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities, and students in foster care or experiencing homelessness (see Supports for Pupils with Unique Needs below).
  - In order to meet the cultural and linguistic needs of Standard English Learners and to maximize learning outcomes, educators will focus on infusing Culturally and Linguistically Responsive Pedagogy throughout their instructional day (see Supports for Pupils with Unique Needs below).

Kenter Canyon is taking the following steps to ensure continuity of instruction:

- Some Kenter Canyon teachers will be zooming interactive lessons along with asynchronous lessons from their classrooms; however, some teachers will be providing their instruction from their own homes.
- Teachers have prepared "distance learning" boxes for each of our students.
  - The Distant Learning boxes contain textbooks, supplemental workshops, composition books, notebooks, pencils, paper, crayons, scissors, rulers, colored pencils, glue sticks, math manipulatives and science supplies; if needed, the box would also include a Chromebook.
- Teachers use standards-based materials and resources that they would use if they were teaching from brick and mortar.
- Grade level plans will continue to be Principal approved as well as their daily schedules.
  - The daily schedules must adhere to guidelines established in Senate Bill 98.

- Plans are to be grade level cohesive with alike criteria charts for scoring and feedback.
- All faculty will be supported by instructional aides, itinerant teachers, enrichment teachers and administration.
  - Art, music, PE, library and technology will be afforded to students weekly and embedded in their synchronous schedule.
- We have provided LAUSD Check-out Forms for teachers who plan to teach from home but wish to enhance lessons with the help of their document cameras, whiteboards and computers.

## 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.]

All students will have a device, internet, and instructional materials in 2020-21, as well as support to repair or replace devices as needed.

- Hotspots will be provided to schools to fulfill the needs of students that are in need of Internet connectivity.
- Any specialized adaptive software and technology will be provided to students having unique circumstances.
- Students needing a device and internet access may contact their teachers or school administrative staff.

We are also ensuring teacher access to devices and internet:

- Schools will provide devices to fulfill the needs of teachers that are in need of a device.
- Hotspots will be provided to schools to fulfill the needs of teachers that are in need of connectivity.

The District has also established a support hotline (213-443-1300) that allows families to request a device or connectivity. As additional supports to students and families, the District will also provide guidance through the “LA Unified Help for Families” YouTube channel and the Family and Student Handbook for getting online.

Kenter Canyon has 1:1 devices for all of its students. Students will be issued the same device they would be issued if they were in their classroom. At the Device Distribution, the Chromebooks will be scanned for easier inventory and accountability. No parents in our school have requested hot spots. We have contracted with PlanetBravo Technology Co. to provide teacher and parent training to ensure support to varied abilities of adult caregivers and instructors. Teachers have and will continue in Fall 2020 to implement a variety of platforms to students to enhance their instructional programs; these platforms include SeeSaw, Clever, Google Classroom, Newsela, Dreambox, BrainPop, Read Naturally and Explore the Code. The school system will track and inform teachers of students' participation should they not be visible during a zoom lesson.

## **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.]

In 2020-21, Los Angeles Unified has implemented systems to develop and track a more rigorous and comprehensive profile of student engagement in distance learning:

- Teachers and schools will track and monitor student participation in distance learning using our existing pupil record/attendance taking system (MiSiS).
- Teachers must submit and certify attendance in MiSiS every day no later than 3:00pm for that school day.
- In order to account for student participation in distance learning after that cut-off time, teachers may make up corrections by 3:00pm the following day.
- Students will appear as “No Show” in MiSiS if they are marked absent for every period that they are scheduled to attend, in order to better target re-engagement strategies.
- Note that a student will not appear in MiSiS as “No Show” if they were marked present, if their attendance was not yet submitted, if grades have been entered, or if the student is a Special Education student receiving transportation.

In order to track engagement as well as attendance, the District will also take the following steps:

- Data on teacher and student participation in Zoom meetings will be tracked in the Remote Learning Dashboard in Whole Child Data Platform.
- In addition, information on student assessments, assignments and discussions in Schoology (district’s learning management system) will be available.
- Finally, student log-in data from various ed-tech application programs can be viewed in the Teacher, Counselor and Principal Workbenches in the Whole Child Data Platform.

All this information pertaining to both attendance and participation will be available to teachers via the Whole Child Data Platform, in order to make it easier for teachers to find and use the best tools and technology to effectively deliver instruction and support student learning at home.

Kenter Canyon will use the LAUSD MISIS system to record daily attendance of its students by 3:00 p.m. each day. Teachers will call roll at 9:00 a.m. each morning. Any tardies or adjustments will be made before 3:00 p.m. or on the following day.

## **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.]

Los Angeles Unified Division of Instruction is offering extensive professional development in the use of core digital content and supplemental digital tools and how to incorporate these tools in distance learning.

In addition to the mandatory Smart Start professional learning, over 13,000 educators participated in the 7-week/28-hour Future Ready Certification program, which focused on online tools and technologies, lesson planning, and student engagement strategies. The District also created two central professional learning resources for teachers:

- The Division of Instruction created an “Instructional Handbook” for teachers and administrators, which provides guidance on defining the school day, lesson design for remote learning, culturally and linguistically responsive pedagogy, and meeting the needs of all learners.
- The District also released “For Teachers, By Teachers: Playbook to Kick-Off the School Year”, which shares out teacher innovations from across the district, focusing on daily schedules, online lessons, tips for teachers, and routines and procedures for successes, among other topics. The Playbook is also accompanied by a For Teachers, By Teachers bookshelf on the District’s YouTube channel for educators to continue to share their best practices.

In addition, the District’s Human Resources Division provided the following professional development opportunities for District staff:

- Virtual Teaching and Learning Academy: 10 hours of professional learning for new teachers, contract pool, and substitute teachers;
- MyPLN asynchronous professional learning opportunities on topics such as classroom management, supporting parents, and universal design for learning (UDL);
- Substitute teacher training (10 hours) on District expectations, using Schoology and Zoom, and building online community;
- Paraprofessional Virtual Kickoff (9 hours) on Zoom strategies, Schoology overview, Universal Design for Learning, and social-emotional learning; and
- Community of Schools Administrator (CoSA) on-boarding (2 days), focused on data-driven planning, leadership and communication, and social-emotional support to adults and students.

The District’s Multilingual and Multicultural Education Department (MMED) is providing [online K-12 professional development](#) guided by the ELD standards, ELD/ELA Framework, EL Roadmap, and Culturally and Linguistically Responsive Education, including [digital lessons](#) resources for educators.

100% of Kenter Canyon teachers completed at least 10 hours of professional development in the spring to support their knowledge base on how to effectively create distance learning sessions. During the summer months, some teachers taught summer school, some continued to enroll in professional development for our school's new adoption of Eureka Math and Delta FOSS Science.

Teachers, parents and staff will participate in Division of Instruction and/or Local District professional development related to integration of technology with curriculum. On August 17,18,19, Kenter Canyon faculty and staff engaged in 10 hours of mandated interactive professional development addressing technology integrated with ELA and Math as well as how to use schoology and zoom more effectively. Weekly PD will

be scheduled to address needs as they are identified as we progress through the year. We do not have any new employees so we have the opportunity to build on technology skills we've already acquired in prior years.

## Staff Roles and Responsibilities

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

As stated above under Continuity of Instruction, per the District's agreement with the United Teachers of Los Angeles (UTLA), all teachers have a contractual 8-hour work day obligation comprised of both on-site and off-site work. The side letter modifies the teacher 6-hour on-site portion of their workday to provide students virtual services (synchronous and asynchronous instruction) with the remaining minutes of work to be completed outside of the 9:00 AM to 2:15 PM school day (such as preparing lesson plans, grading of student work, feedback to students, conferences, maintaining appropriate records, meeting with parents, IEP meetings)

On August 17th, Los Angeles Unified and Service Employees International Union (SEIU) Local 99 reached a tentative agreement representing a shared effort to support distance learning and fully utilize all resources while school facilities are closed due to the pandemic.

The tentative agreement reflects an "all-hands-on-deck" approach to supporting students and schools by temporarily granting SEIU-represented employees the flexibility to perform duties and assignments outside their current job description.

- Those unable to work in their usual position while school facilities are closed will receive training to help them tutor students, for instance, or help students access technology needed for online learning.
- Beyond the Bell staff will support the Student Supervision Centers, which will provide childcare for school-site employees.
  - (For access to childcare supports for families, particularly for families of essential workers, please refer to the City of Los Angeles Emergency Childcare Program and the California State website [MyChildCare.ca.gov](https://www.mychildcare.ca.gov))
- Bus drivers will provide a range of duties, including logistical support to school sites, routing technology calls, transporting devices to students, serving as an additional adult in virtual classrooms and contact tracing of COVID-19 cases.
- Campus aides and school supervision aides will help distribute and collect devices and instructional materials.

On August 21st, the District reached an agreement with the California School Employees Association (CSEA) regarding impacts and effects of the resumed District operations for the 2020-21 school year. These agreements reaffirmed the District's best-in-class approach to health and safety (as described above under In-Person Instructional Offerings), and implemented modified schedules and work from as possible, as well as the above-mentioned K-8 student supervision offering for staff working at school sites.

Kenter Canyon will use its Parent Engagement Liaison to assist parents with identified technical challenges that might arise. He will also assist the SAA with registration/enrollment input. No other employees will have any changes to the roles they've had in past years.

## **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.]

### **English Learners**

To support the daily instructional needs of English Learners during distance learning, ensure they reach English language proficiency and meet the same grade level standards that every student is expected to meet, L.A. Unified's Multilingual and Multicultural Education Department (MMED) will provide the following supports:

- Professional development for English Language Development (as described above);
- Instructional resources, including online ELD curriculum, supplemental instructional materials and instructional strategies/materials in multiple languages;
- Staffing support, including EL Instructional Coaches and Newcomer Coaches; and
- Resources to promote EL parent/family engagement and input, such as EL Mail Home Resources to support distance learning.

### **Standard English Learners (SELs) / African Americans**

As part of the 2020-21 learning models, Los Angeles Unified's SELs will continue to receive Mainstream English Language Development (MELD) instruction consisting of Designated MELD and Integrated Culturally and Linguistically Responsive Teaching (CLR) in order to accelerate SELs' academic language development levels of English proficiency. Los Angeles Unified's Division of Access, Equity, and Acceleration will therefore provide the following professional learning opportunities to accelerate learning for African American students and Standard English learners:

- Academic English Mastery Program (AEMP) Summer Institute,
- 2020 Master Plan Institute,
- Four 2020-21 CLR Symposiums,
- Multi-Tiered System of Support (MTSS) training modules for differentiated instruction, and
- Parent training module (Standard English Learners: Supporting the language and literacy needs of students at home).

### **Students with Exceptional Needs**

Teachers and related service providers will provide support and services to the greatest extent possible as stipulated in students' Individualized Learning Plans through the Special Education Division, including the following:

- All related service providers will connect to parents to arrange scheduling.
- Supplemental Aids, Accommodations and Modification will be provided to the greatest extent possible.
- All students with disabilities will have a developed Distance Learning Plan embedded in their IEP as they become due
- Each Community of School Network will have assigned special education support personnel to deliver Professional Development, Case Manage and offer support to parents/staff.



### **Students in Foster Care / Students Experiencing Homelessness:**

Students in foster care and experiencing homelessness will receive the following distance learning supports:

- Pre-enrollment portal to continue to ensure immediate enrollment and expedite processing of requests for services;
- Strategies to support/monitor daily participation in distance learning (including on-going communication with school personnel and child welfare partners/agency contacts to support engagement); and
- Phone banking in each Community of Schools staffed with SHHS and Local District identified personnel with targeted outreach to prevent disengagement and provide early intervention when students are not participating, including differentiated outreach for special populations leveraging SHHS support service personnel.

### **Gifted and Talented (GATE) Students**

Students in our Gifted and Talented Education (GATE) Programs, such as Gifted/Highly Gifted Magnets, Schools for Advanced Studies (SAS), Gifted and Talented Education (GATE) cluster classes, Honors and Advanced Placement (AP), will continue to receive support during distance learning:

- Schools must continue to adhere to GATE clustering requirements, e.g., a minimum of 5-8 identified gifted/talented students on the elementary level and 15-25 students on the secondary level per classroom.
- Gifted/talented learners must receive differentiated instruction throughout the day across subject areas.
- Both synchronous and asynchronous instruction must include opportunities for gifted/talented learners to participate in differentiated assignments.
- (Note: This is supported by the UTLA Sideletter Agreement that highlights the importance of small group instruction that should focus on the readiness level of students.)

For more detail on interventions for these student groups, see Pupil Learning Loss Strategies below.

In addition to these district-wide supports for students with unique needs, our school is taking the following steps:

- Kenter Canyon will use translation software to assist with any student or parent who needs translation of their discussions.
- We are a low-count English Learner school and place all ELs within a grade level with the same teacher.
- All EL teachers are experienced and trained on the Master Plan.
- Kenter Canyon has not had any foster youth, homeless or SEL students enrolled in the school.
- Each grade level will provide a list of grade level specific resources including at-home recreational reading lists, science experiences and intervention/acceleration resources on our website and grade level links accessible to parents within a grade level.
  - Resources include a list of social emotional supports, technology supports, academic supports.

## Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
(Action 2) Our school will provide high-quality curriculum and instructional resources to support distance learning and ensure continuity of instruction for all students as part of our general education program.	\$2,946,756	N
(Action 3) We will also continue to provide a rigorous special education program to support our students with disabilities in distance learning.	\$1,013,301	N
Note that device and connectivity resources, professional development, and expenditures for staff roles and responsibilities are covered under the District's Learning Continuity and Attendance Plan, as these actions are taken district-wide.	N/A	N/A

## 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.]

Los Angeles Unified is taking the following steps to measure learning loss and learning status, particularly in the areas of ELA and mathematics:

- The District is continuing to provide training in order to build capacity for teachers to administer Smarter Balanced Interim Assessments as a means to assess learning loss and learning status in English language arts and mathematics.
- The District is also leveraging the DIBELS reading assessment, and will administer it three times this year, according to the usual testing schedule (the first administration is scheduled to occur by the end of September).
- The District purchased supplemental digital tools to administer formative assessments and identify learning gaps so that teachers can personalize and accelerate learning in English Language Arts and Mathematics.

In the area of English Language development (ELD), English Learner students participate in the following standardized assessments that support reclassification:

- 1) Summative ELPAC
- 2) DIBELS (grades K-5th grade)
- 3) Smarter Balanced Assessments (as described above)
- 4) Reading Inventory (6-12th grade) (also available to non-English Learner students)

For the ELPAC (English Learner Proficiency Assessments for California), given the disruption of the summative assessment due to emergency closures, the Spring testing window has been extended by the state to October, in order to allow students to be reclassified, depending on their

level of English proficiency. In addition, the District is awaiting guidance on extending the usual Fall window in order to allow another opportunity for reclassification and assessment of English Learner's proficiency status.

- For elementary schools, we have formative ELD assessments as a component of the Designated ELD lessons. Student Progress Forms (SPFs) are used to capture student language samples throughout the year. The data collected supports targeted differentiated instruction by proficiency level. In the adopted ELA/ELD elementary curriculum there are unit assessments for ELA/iELD and ELD. There are also formative assessments throughout the lessons to support differentiated instruction.
- For secondary schools, performance tasks and language acquisition assessments are embedded within each ELD curricula unit (ELD 1-4, and LTEL courses). Performance Tasks are administered after each reading selection have been completed. They include informal & formal student progress monitoring and summative assessments and address all four domains: listening, speaking, reading and writing. These assessments are aligned with ELD standards, as well as Common Core standards.

In addition to these pupil learning loss assessments, Academic English Mastery program schools will administer LAS Link assessments remotely to gauge the potential learning loss of African American and Standard English learners, and to properly align instruction and appropriate enrichment and interventions.

Each of these assessments will support differentiated instruction to ensure all our students succeed.

All grade levels at Kenter Canyon are exploring a variety of "beginning of the year" assessments to determine a baseline of knowledge for their new incoming students. The assessments will be online and/or using a pencil/paper format that is submitted to the teacher. These assessments will help teachers to develop benchmarks every few weeks for progress monitoring. Assessments will be the same for all grade levels to help foster a grade level program and not an individual teacher program.

## **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.]

### **General Strategies**

Our strategies to provide instructional support will include:

- Division of Instruction identified essential standards in core subject areas and created sample lessons for teachers.
- Additional summer intervention and enrichment opportunities were instituted to keep students engaged and mitigate learning loss.
- Free tutoring by appointment (both online and in-person) for K-8 students in partnership with Step Up Tutoring, starting with students in the Huntington Park, Fremont and Taft neighborhoods with potential for expansion in the future.
- Small-group instruction will be provided with teacher assistants, substitutes, and pool teachers.
- More staff will assist with device distribution, technology phone support, and family outreach.

- We will continue the partnership with local Public Broadcast Stations to provide educational programming appropriate for students at all grade levels.
- Teachers will consider the variability in background knowledge, learning style, and learning challenges of the diverse learners in the online classroom.

### **English Learners**

To address learning loss and accelerate learning progress of English Learners, L.A. Unified’s Multilingual and Multicultural Education Department will implement pupil learning loss strategies, including the following:

- Student interventions and supports, including:
  - Additional ELD instructional support twice a week, for two (2) 45-minute blocks, totaling 90 minutes per week to support extended learning opportunities for English Learners;
  - Intervention or enrichment opportunities for English learners during the winter, before/after school, and/or Saturdays; and
  - In-services to families around curriculum and resources.
- System planning and progress monitoring supports, including:
  - Supporting all Local Districts in having a summer school action plan, 2020-21 EL improvement and EL achievement plans that addresses the instructional needs of the different typologies of English learners, including Newcomers, Potential Long-Term ELs, Long-Term English Learners and ELs with disabilities; and
  - Promoting the establishment of Individual Reclassification Plans for Potential Long-Term ELs and Long-Term ELs;

### **Standard English Learners / African American Students**

The Access, Equity and Acceleration Unit will provide instructional supports and interventions to Standard English Learners and African American students, including:

- Increasing the number of Academic English Mastery program schools to support the needs of African American and Standard English learners;
- Analyzing attendance data to provide technical assistance to schools to better engage students during remote learning; and
- Continuity of Learning and Future Ready Training Modules focused on Culturally and Linguistically Responsive Teaching strategies to empower teachers to provide remote instruction that is rigorous, culturally responsive and differentiated.

### **Low Income Students**

The District will provide supports to address pupil learning loss of low-income students, including the following:

- Middle School College and Career Coaches at Title I middle schools are being trained in literacy strategies to address student need;
- READ Experts provide reading intervention support in early elementary grade at 15 Title I schools; and
- Additional professional development for teachers in Title I schools on using the core Math curriculum to address learning loss.

## **Students with Exceptional Needs**

Learning loss supports for students with disabilities will be expanded to include:

- Increase of synchronous services provided by teachers, related service providers, special education paraprofessionals;
- Increased collaboration with general education teachers;
- Parent trainings on dyslexia and students with autism will be provided; and
- Teacher trainings on topics including virtual co-teaching, Universal Design for Learning, and the accessibility features of supplemental instructional resources.

## **Students in Foster Care and Experiencing Homelessness**

Los Angeles Unified will also provide specialized supports for students in foster care and experiencing homelessness, including:

- Relevant training for all designated school site foster youth liaisons and homeless liaisons to ensure the educational rights of these students;
- Coordination of supports within the District to ensure access to supplemental academic services on campuses and within Communities of Schools;
- Continuing coordination with partner agencies (e.g., Los Angeles County Office of Education) to ensure access to supplemental academic supports as needed; and
- Regular meetings and dialogue with community partners to increase collaboration and leverage external resources to meet student needs and address gaps.

## **Gifted and Talented (GATE) Students**

Los Angeles Unified is providing the following supports to meet the needs of gifted/talented students during distance learning:

- Created and implemented a robust menu of online professional development offerings for L.A. Unified educators that will explore differentiated GATE instructional strategies in a virtual environment
- Created and implemented a variety of online presentations and events for families to provide general GATE program information and tools for supporting children in a virtual learning environment
- Secured 12,000 site licenses for all District students to access a rigorous differentiated online program, Renzulli Learning, where students receive tailored online instructional options including project-based learning
- Developed, in collaboration with the You Matter Foundation and Zoom, a 13-week enrichment program, Every Monday Matters (EMM), to engage gifted/talented youth (grades 3-8) in topics and activities that support social-emotional well-being and social-responsibility
- Shifted the AP Readiness sessions (STEM and Humanities) to a virtual environment. The AP Readiness sessions, which are course-specific, are offered twice a month (Saturdays). This collaborative effort between Advanced Learning Options and UCLA Center X provides all AP students, including the gifted, opportunities to receive supplemental, accelerated support.

All Kenter Canyon classrooms will have an Instructional Aide to help teachers with small groups and to implement differentiated instruction. Additionally, we have employed two intervention support aides (one for grades 2-3 and one for grades 4-5). These individuals will work with teachers to know who needs increased support beyond reteaching or pre-teaching. These supports will use the Haggerty Phonics Program as well as Marilyn Burns Intervention programs to support the students in which teachers ask them to support. Intervention will also be provided after-school and on weekends using District provided personnel.

In most cases, the intervention needs are needed for low-income students, ELs and SWD. For special education services, we only have Resource along with itinerant services. Having role models in the classroom is a great method for targeted students to grasp concepts and be motivated to improve. The same programs mentioned above are utilized for meeting the needs of any students including the targeted students aforementioned.

## **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.]

In order to monitor the effectiveness of our strategies to address pupil learning loss and our planning for effective instruction for all our students, and especially for our students with unique needs, Los Angeles Unified will leverage the Whole Child Integrated Data System to track distance learning metrics such as:

- Data from formative assessments (described above)
- Data from core and supplemental digital tools
- Attendance, participation and engagement data (as described in Pupil Participation and Progress)
- Data and information on student assessments, assignments and discussions from Schoology (district's learning management system)
- Student login data from various online applications

In addition to progress monitoring in the Whole Child Integrated Data Platform, English Learner progress and strategy effectiveness will also be monitored through the following data platforms and data reports:

- Focus Dashboard
- My Integrated Student Information System (MiSiS)
- English Learner Typology Monitoring Report
- Virtual classroom observations of Designated and Integrated ELD

Finally, school sites will implement Student Support and Progress Teams as part of their multi-tiered system of support. These teams will meet virtually/onsite to regularly monitor the progress of identified students and recommend instructional support/interventions as needed.

Kenter Canyon's Intervention Program that was built into the daytime program resulted in a drastic decrease in SSPT referrals. In 2018, thirty-five SSPT referrals were made; however, most did not qualify for IEP services. The deficit was attributed to other factors. In 2019, the Intervention Program was initiated and in March 2020 when the school closed, we had less than five SSPT referrals. The small group instruction and differentiated instruction "in" the classroom made the significant differences. During our Annual Charter Oversight Observation/Evaluation, this was noted as an exemplary practice.

**Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
(Action 4) Our school will implement strategies and interventions to measure and address learning loss for all students.	\$200,048	N
(Action 5) We will also provide additional supports which primarily benefit LCFF target student groups (low-income students, students in foster care, and English learners) to address their unique learning loss challenges, as detailed above.	\$379,034	Y
(Action 6) Our school will also target funding allocated by the District through the Student Equity Needs Index to further fund interventions to support English learners, foster youth, and low-income students.	\$45,563	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.]

At the District level, Los Angeles Unified is providing the following resources to support mental health and social and emotional well-being for pupils and staff:

- Resources for all classrooms and schools are being curated to support a purposeful focus on thematic activities for daily focus on wellness, mindfulness, and connectedness/belonging
- Student Health and Human Services (SHHS) is increasing integration and coordination of services across departments by leveraging the integrated hotline and a unified documentation system (Welligent);
- SHHS Student and Family Wellness hotline will continue to operate to provide linkage to basic resources as well as physical and mental health services and consultation for educators; and
- Resources for all classrooms and schools (as well as families/caregivers) are being curated to support a purposeful focus on well-being, including physical and mental health, as well as connection and belonging.



Kenter Canyon uses Second Step as well as our own monthly Character Education focus areas. Additionally, we have links to the LAUSD Health and Human Services Division should families need additional resources for trauma, psychological or mental health issues. Teachers have explored a weekly activity to "check-in" on students' wellness by SEL strategies and activities. Kenter Canyon Positive Discipline Team / Restorative Justice / Character Education Committee will continue to meet to share strategies and keep abreast of new activities to foster wellness and character development for all of our students.

Kenter Canyon staff has been provided a Mindfulness resource that was provided to all District employees. Often meetings will integrate a breathing exercise or activity to reduce stress and support employee wellness.

## 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.]

At the District level, Los Angeles Unified is providing the following resources for pupil and family engagement and outreach:

- In addition to early outreach to support student engagement prior to the start of distance learning, our schools, Local Districts, and Communities of Schools are establishing plans to implement tiered reengagement strategies for students who are absent from distance learning, particularly for students who are absent for more than 3 school days in a school week (or more than 60% of instructional days in a school week). These strategies will include monitoring of attendance submittal, distance learning attendance/participation monitoring, designated staff member(s) to run attendance reports daily and make personal phone calls to parents/guardians when students are absent to verify current contact information and to determine pupil/family needs including connection with health and social services
- Communities of Schools are also establishing teams, which will be trained and supported by SHHS, who will conduct outreach to support student engagement/re-engagement;
- SHHS is developing tools to support School Engagement Teams with assessment of barriers, triage, and resource coordination; and
- Participation data will be monitored by each Local District and Community of Schools at a school level, as well as targeted student subgroups.

In addition to these re-engagement strategies, the District is also leveraging the Parent Portal to improve parent communications and engage our families as partners in students' education. The Parent Portal allows legal guardians to view their children's information listed in the MySiS and Welligent databases in a parent-friendly format. Through the Schoology portal accessed within the Parent Portal, parents can communicate with their child's principal and teachers.

In the spring closure period, we had exceptional attendance and participation at Kenter Canyon Elementary. For the few that did not initially participate, the office staff contacted the parents to inquire about any supports we could provide. Each one did not understand the expectations and joined their class from then on. For the fall 2020 returning of distance learning, we are prepared to make calls and send emails to families who may not show up at the beginning. We feel our program is robust and motivational in which the students will want to participate. We have staff who speak Hebrew, Farsi and Spanish should any parent need language support. That is typically not a need at our school.

## 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.]

Prior to the pandemic, roughly 80% of Los Angeles Unified students qualified for free and reduced-price meals, of which 19,000 students were experiencing homelessness and another 24,000 students were in foster care. Beginning on March 18, Los Angeles Unified established 63 Grab & Go Food Centers across the District to provide breakfast and lunch meals to children and adults in need. Beginning in mid-May, the District increased the number of meals provided each weekday from two to three for each child and adult who visited the centers.

Since the start of the pandemic, food insecurity amongst families has increased significantly. The need for food is evident based on the 50 million meals that were distributed to Los Angeles Unified families between March and July of this year. Los Angeles Unified will continue the food relief effort until students physically return to campus, and will begin to implement a barcode scan procedure in order to document and track distribution of meals to our students receiving Free and Reduced Price Meals. Starting on Monday, August 24th, Grab & Go Food Centers have changed their hours of operation. The food centers are open Monday through Friday from 7am to 10am. This change will allow students and families to have ample time to pick up their meals and eat before online classes begin.

LAUSD Grab and Go information will continued to be shared with our families and community. Kenter Canyon is not a meal distribution site; however, we have referred our families to Webster Middle School to take advantage of it being the closest distribution center to our school. The Grab and Go information will continue to be on our school's website.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being; Pupil and Family Engagement and Outreach	(Action 7) Our school will continue to provide an engaging and supportive school climate for all students and families.	\$46,216	N

Mental Health and Social and Emotional Well-Being; Pupil and Family Engagement and Outreach	(Action 8) Our school will also invest in additional student and family supports and engagement strategies which primarily benefit and target LCFF target student groups (English learners, foster youth, and low-income students).	\$53,870	Y
School Nutrition	Note that expenditures for nutrition services are covered under the District's Learning Continuity and Attendance Plan, as these actions are taken districtwide.	N/A	N/A

## 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
7.35%	\$478,467

### 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.]

In addition to the actions taken at the district level to increase or improve services for English learners, Standard English learners, low-income students, and students in foster care (for more detail on these, please refer to the Los Angeles Unified Learning Continuity and Attendance Plan), within our own school budget we are taking the following steps:

(Action 5 - \$379,034) We will also provide additional supports which primarily benefit LCFF target student groups (low-income students, students in foster care, and English learners) to address their unique learning loss challenges, as detailed in the Pupil Learning Loss Strategies section, targeting our teacher funding to support individualized education and small group instruction and leveraging the support of Student Support and Progress teams to ensure the effectiveness of our strategies.

- (1) This action focuses on reducing class sizes in English/ Language Arts, Mathematics, Science, and History/ Social Science in order to support our focus on individualized attention for students at-risk of academic challenges.
- (2) This action is an effective use of funds as reducing class sizes provides additional opportunities for teachers to differentiate instruction and provide additional feedback to underperforming low income, English learner and foster youth students to accelerate achievement.

(Action 6 - \$45,563) Our school will also target funding allocated by the District through the Student Equity Needs Index to further fund interventions to support English learners, foster youth, and low-income students. Embedded in this funding are expenditures to provide a Library Aide.

- (1) Unduplicated students are more likely to have less access to diverse, grade-level appropriate text at home, so additional library aides enhance literacy learning by increasing access to grade level appropriate texts and by providing additional instructional support to unduplicated students.
- (2) This is an effective use of funds as providing more individualized support to these students, as well as providing support to our teachers, is a particularly vital need in the current distance learning environment. The LCFF target populations are at particular risk for learning loss, so we believe that this additional support will primarily benefit them.

(Action 8 -\$53,870) Our school will also invest in additional student and family supports and engagement staff, including counselors, nurses and campus aides, which primarily benefit and target the disproportionate mental health and social and emotional well-being disruptions imposed by the COVID-19 pandemic on marginalized communities including the LCFF target groups (English learners, foster youth, and low-income students).

- (1) Counselors increase the social-emotional and mental health services for high needs students in order to increase student engagement and attendance. Additional nurses provide increased health care supports to unduplicated students who may be in greater need of health care supports. Additional campus aides support positive school climates at schools by developing relationships with high needs students, increasing campus safety and monitoring student non-academic behaviors and social-emotional skills outside of classroom environments.
- (2) Research shows the importance of high needs students having positive relationships with adults on campus and the benefits in supporting academic achievement and positive behaviors. Positive and timely communication with students and parents of high needs students are necessary to build positive relationships with school staff in order to support student attendance, engagement and achievement. Additional clerical staff at school sites directly assist students and staff with supports around attendance and communications with parents and the community.

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

In this unprecedented crisis, Los Angeles Unified is focused on delivering multi-tiered systems of support (MTSS) to address the following needs for all students across the district:

- Health and safety needs,
- Basic services needs (including devices for access to instruction), and
- Learning loss / instructional needs

This plan (as well as the District Learning Continuity and Attendance Plan) includes a baseline level of support to address these three objectives: health and safety protocols; high-quality curriculum, professional learning, and instructional resources for our general education program and our special education program; and assessments to address learning loss needs for all our students.

However, the District recognizes the disproportionate barriers our low-income students, English and Standard English learners, and students in foster care face in meeting those three central objectives. Los Angeles Unified is committed to strategically aligning resources and programs to support the success of these targeted student populations.

In addition, the input from the multiple stakeholder groups including the Parent Advisory Committee and the District English Learner Advisory Committee has been used to inform the decisions on initiatives and expenditures for the upcoming school year at the district level. The District in turn provides guidance to schools, including affiliated charter schools, as they plan their programs and calibrate the work of the Central Office, Local Districts, and Communities of Schools to monitor and support student progress during the school year.

Schools will leverage the professional development they have received on MTSS to implement the new distance learning procedures and strategies detailed in this plan. The Central Office and Local Districts will continue to support the identification of diagnostics and the development of interventions to support all learners, especially our targeted student groups, throughout the year. By placing high needs students at the center of the work ahead, District initiatives will focus on empowering principals, supporting teachers and engaging families and communities in the coming year by:

- Improving online learning
  - Learning loss strategies and interventions which primarily target and benefit low-income students, students in foster care, and English learners, including after-school programming, adult/career education initiatives, a-g support, early literacy, and arts education
  - Increased funding according the Student Equity Needs Index for localized support for low-income students, students in foster care, and English learners
  - Additional school level funds through school autonomy and options program funds to support these students at the site level
- Additional instructional support for students
  - Specialized supports to meet the needs of students in foster care and experiencing homelessness, English learners, and Standard English learners / African American students.
  - Targeted mental health resources, including adding psychiatric social workers, counselors, nurses, librarians and support staff to work with teachers
- Additional technology and resources, including technology training for students, staff and parents
  - Targeted technology support for our LCFF student groups (low-income students, students in foster care, and English learners)
- Continued food relief efforts
  - Targeted meal distribution for students and families in need

- Health and safety initiatives
  - Targeted on-going major maintenance based on Student Equity Needs Index for schools serving English and Standard English Learners, students in foster care, and low-income students

In addition to these district-wide supports for our English learners, foster youth, and low-income students, at Alexander Science Center we are working to meet the individual needs of these students by monitoring their academic progress and social emotional needs to ensure they receive intervention services and social emotional support. We do not currently have Foster Youth, but for our ELs and low-income students, we ensure that they have device access and connectivity. These are essential in order to participate in our school's distance learning program. Teachers will monitor students and alert support staff or administration should any student need devices, hot spots, supplies, equipment or materials in order to participate in distance learning.