

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.]

COVID-19 has affected the community in many ways. In some regards, it has made us a closer community and increased our communication using technology. We have been able to connect with our families over summer with surveys, virtual presentations, stories being read every Wednesday, and special deliveries. The pandemic has led to a lot of anxiety and stress for families, students, and staff. There are a lot of concerns for safety returning to school and uncertainty in regards to supporting students in learning in a digital environment. The pandemic has caused us to do deep analysis of what are the core components of our educational program.

The LEA is located in Los Angeles County, which has experienced very high levels of COVID-19 infection and transmission. As a result, the LEA, along with most other LEAs in the county, suspended all in-person instruction in mid-March 2020 and has operated exclusively under a distance learning model since that time.

The LEA is currently awaiting approval from the California Department of Public Health and Los Angeles County Department of Public Health to resume in-person instruction.

Stakeholder Engagement

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

In developing this Learning Continuity Plan, the LEA collected feedback from stakeholders regarding the specific actions and expenditures proposed to be included in the Plan by posting the draft plan and an opportunity to submit written comments on its website in English and in Spanish and presenting the draft Plan in Spanish and English to the School Site Council, which includes parents as well as staff members.

A public hearing was held on August 12, 2020, at which the draft Plan was presented to the community for review and comment. The agenda was posted 72 hours prior to the public hearing and included a link to the draft Plan on the website. The opportunity for all to provide feedback during this meeting was promoted during summer orientation.

The LEA also collected feedback from families through a survey sent by text and email in English and Spanish to all families. 101 SPES families (about

41% of SPES families) submitted a response. The Survey covered the following topics and allowed for open-ended feedback:

- Thoughts on Coming Back to School
- Schedule Preferences
- Safety Concerns
- Preferred Method of Communication

Over the summer multiple small group feedback sessions were held to gather feedback on plans from teachers and staff on instructional and operational considerations. Teachers were also surveyed daily for the first week of school so that our leadership team could be responsive and make timely necessary adjustments to our plans. These surveys continued on a weekly basis after the first week. Topics covered:

- Effectiveness of sessions on student learning
- Student engagement
- Barriers to learning
- Important context
- Suggestions for improvement

Families and students were surveyed again 3 weeks into distance learning to seek additional feedback on plans and to identify any persisting barriers to student learning.

Once the Learning Continuity and Attendance Plan Template became available and before presenting the plan to the STEM Prep governing board during public hearing on August 12th, the LEA presented the plan to the School Site Council for feedback. The opportunity for all to provide feedback during this meeting was promoted during summer orientation.

During the parent meeting parents were notified of their ability to view the plan in its entirety on the school's website. The plan is linked within the COVID-19 page as well as the parent page of the website. Written feedback is encouraged through contact form.

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

We value the voices of all of our stakeholders and sought the input of parents/family members, students, teachers, staff, and our governing board in the development of plans for both distance learning and a safe return to in-person instruction. The meetings and hearings described above were held using the Zoom video conference platform. The meeting connection information was posted on the school's website.

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

Families expressed discomfort with returning to in-person instruction. While some parents expressed concerns about students' academic needs during distance learning, they expressed understanding that health and safety were also important. Primary barriers to distance learning included internet connectivity issues and lack of familiarity with new software programs/technology. Working parents expressed challenges supporting their students with homework and staying on task. Concerns were expressed about the social and emotional implications of distance learning specifically and living through a pandemic generally. Families appreciate the regular, consistent schedule and the communication from the schools. Understanding, compassionate teachers were listed as a strength.

Students identified technological glitches as the biggest barriers to learning. Students missed seeing their classmates and have found it challenging to remain focused on computer screens. Some students shared they were having trouble concentrating due to distractions in their homes.

Teachers expressed needs related to hardware and software in order to make lessons as engaging as possible during distance learning and offer students differentiated instruction.

[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:

- Additional Chromebooks were purchased so that each student could take home an optimally functioning device
- Hotspots were purchased so that each student in need of a reliable internet connection could stay connected
- Headphones were offered to students seeking to block out distractions
- Teachers were provided monitors and updated laptops in order to facilitate lesson planning and ensure smooth video sessions
- Communication home has remained a priority and home visits were arranged to ensure all families were set up for a successful first day of school
- Schedule continues to provide asynchronous instruction, in addition to synchronous instruction, to provide additional flexibility
- Schedule was arranged to allow for breaks between sessions and academic tutoring/support hours after school
- Technology workshops have been held to orient families on various technology and platforms
- Social and Emotional awareness/learning has been incorporated into each student's schedule
- Additional curriculum was purchased to address learning loss and differentiation

According to the most recent family survey conducted three weeks into school, 84% of families surveyed are pretty satisfied or very satisfied with their student's distance learning experience. Additionally, 84% of families surveyed are pretty satisfied or very satisfied with the amount of work their student is expected to regularly complete.

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 we are able to return to in-person instruction, the LEA will offer a hybrid model that incorporates both remote learning and in-person learning to allow for smaller cohorts and appropriate social distancing on our school campus, as well as to allow families to choose an all-remote option if they prefer. For in-person instruction, parents will also be able to choose from morning or afternoon sessions or sessions offered on different days of the week. Students will attend school in small cohorts one day per week. In-person instruction will focus on English skills and comprehension development, mathematics, English language development, and science.

The LEA has developed a systematic cycle of assessments, including initial screenings and formative and summative assessments to identify students who have experienced significant learning loss due to the school closures in 2019-20 or are at a greater risk of experiencing learning loss due to the

impacts of COVID-19 and ongoing distance learning. See the “Pupil Learning Loss” section, below, for a description of additional services to be provided to identified students.

The LEA has developed comprehensive plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including the following considerations:

- Campus access: all staff, students, and visitors to campus will complete health symptom screening before entering buildings. This screening will include questions about symptoms the person is experiencing and contact with other individuals diagnosed with or presumed to have COVID-19 as well as measurement of each person’s body temperature. Individuals who do not pass screening will not be permitted to remain on campus and will remain in isolation until they can safely be sent home.
- Hygiene practices: frequent hand washing will be promoted among all students and staff members, and hand sanitizer will be provided to all individuals in all classrooms and offices. All air filters in the building have been upgraded to MERV-13 per industry recommendations.
- Protective equipment: all individuals entering campus must wear a face mask at all times. The LEA will provide face masks to all students and staff members. The LEA will also provide additional protective equipment to staff and students as needed, including face shields, gloves, and plastic dividers.
- Physical distancing: the LEA will require all individuals on campus to maintain 6 feet of physical distancing from others at all times. The number of students on campus and in each classroom will be reduced to allow 6 feet of physical distancing. Additional efforts to enforce physical distancing will include markings on the ground, signage in English and Spanish, one-way hallways and stairwells (where applicable), and staff members stationed in hallways and common areas.
- Cleaning and disinfecting: LEA staff will clean and disinfect bathrooms and common areas, as well as high touch surfaces, three times per day, and each classroom and office once a day utilizing EPA-approved disinfectant.

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

Description	Total Funds	Contributing
Salary and Benefits - Teachers	\$1,309,931	Y
Salary and Benefits - Pupil Support (Counselors and Service Providers)	\$72,148	Y
Salary and Benefits - Facilities Manager and Custodians	\$100,265	N
Salary and Benefits - School Operations Manager	\$69,888	N
Salary and Benefits - Administrators	\$223,687	Y
Salary and Benefits - Restorative Justice Coordinator	\$69,888	Y
Home Office Support	\$155,147	N
General supplies to support instructional program	\$42,732	N

Access to safe facilities, personal protective equipment and facility maintenance using cleaning and disinfecting protocols that follow state and local health and safety protocols.	\$480,539	N
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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.]

STEM Prep Schools has developed a 5 week instructional model implementation cycle, where we will collect data 3 weeks into every cycle and assess the current instructional model and possibilities of switching to a new model or refining the current model. We’ll use the remaining 2 weeks within the cycle to communicate any shifts to stakeholders and prepare them to implement changes to the model. These models include Full In-Person Instruction; Hybrid Instruction; and Full Distance Learning Instruction.

STEM Prep Schools will start the school year with full Distance Learning (DL). In the DL model, students will attend school daily for synchronous and asynchronous sessions. Instruction will be provided for at least 180 minutes daily for students in grade K; 230 minutes daily for students in grades 1 - 3; and 240 minutes daily for students in grades 4 - 12.

During DL, students will continue to be exposed to grade level and rigorous content and curriculum. We will continue to use the adopted curriculum, but will also make use of online tools to deliver the material. These tools include Google Classroom, SeeSaw, and Zearn. Teachers will meet with students virtually using Zoom, ensuring that all safety features are enabled. In order to make learning more interactive and allow teachers to collect ongoing formative assessments, teachers will use online learning tools such as PearDeck, Padlet, Actively Learn, Google Docs and Forms, and Nearpod.

Teachers will receive ongoing training and support in tech tools, as well as how to successfully implement the STEM Prep Inquiry Based Lesson Cycle. Essential criteria of the STEM Prep Inquiry Based Lesson Cycle includes collecting and using formative assessments (real-time and planning for future lessons); engaging students in academic discourse and collaboration; using Essential Questions to spark curiosity in students and make learning relevant; and selecting and implementing engaging and rigorous text/resources. STEM Prep Schools has created Tip Sheets for teachers to support them in implementing these strategies in a virtual setting. Teachers will also receive ongoing Distance Learning lesson planning support through our coaching cycle (observe ---> reflect ----> debrief and plan). Finally, all teachers will receive training and coaching on how to effectively differentiate their curriculum and lessons in order to make virtual learning accessible for all students, including students with disabilities and students designated as EL.

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.]

Laptops and hotspots will be provided to any family in need of the technology. We are determining who is in need through a family survey. Families non-responsive to the survey will be contacted via phone call. Office staff at each school will work with families to identify any technology needs. On a daily basis, when students are unable to log onto synchronous sessions a staff member will reach out to the family to discuss the barriers and identify the appropriate supports, including IT support/training and device/connectivity access.

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.]

Student attendance will be tracked on a daily basis. Teachers will take attendance for every synchronous session using the Student Information System (PowerSchool). We will also utilize curriculum and Google Classroom or SeeSaw reporting features to determine if students are engaging with the curriculum and submitting assignments/assessments. Teachers will create and post assignments for students to complete as part of the asynchronous learning. Teachers will certify the time value of all assignments. The total amount of time required for students to participate in synchronous and asynchronous sessions will meet or exceed the required daily instructional minutes. The LEA will prepare a weekly engagement record documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. See the Learning Loss section, below, for more information about how student academic progress will be measured.

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.]

All teachers will participate in professional development held during the summer and prior to the first day of school. During this professional development, the following topics will be covered:

- Curriculum training and how to implement through Distance Learning
- Training on required online platforms, including Zoom, Google Classroom, and SeeSaw
- Tutorials and training for online platforms to enhance learning including PearDeck, Padlet, Actively Learn, Google Docs and Forms, and Nearpod.
- Training on accommodating and differentiating lessons and resources in a virtual setting
- Training on how to plan for and execute the STEM Prep Inquiry Based Lesson Cycle virtually
- Training on best practices for establishing classroom culture through distance learning, including classroom management and ensuring safety

In addition, teachers will receive ongoing support in their planning and implementation through coaching. All teachers are assigned an instructional coach who will support them in implementing effective lessons and using online tools to enhance learning. The coaching cycle includes observations of synchronous sessions, debriefs with goal setting and creating action steps, and lesson planning.

Finally, ongoing professional development will be provided to teachers throughout the year and will focus on best practices for engaging students in rigorous instruction during Distance Learning. These meetings will be facilitated by teacher leaders, administrators, home office content leaders, and curriculum/educational tools vendor trainers and will include:

- Site professional development (weekly)
- Grade level meetings (biweekly)
- Department meetings (biweekly)
- Pupil Free day professional development (5 times per year)

Staff Roles and Responsibilities

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

Our teaching staff has had to adjust their classrooms and curriculums to meet the needs of distance learning. Teachers have had to embrace a new pedagogical approach to lesson implementation. Our Instructional aides have taken on more responsibility regarding student learning including supporting our students designated English Learners in small groups and holding tutorial sessions. Instructional aides have also increased their technological knowledge and have been monitoring students' needs in virtual meetings. Our campus aides have transitioned from supporting with physical campus needs to ensuring students have the materials they need to be sent home, making phone calls to support families with attendance and technology needs, and other clerical duties. In addition, all counselors, teachers, and administrators have shifted to a work from home basis and now manage duties remotely. In a hybrid learning environment, all staff will need to make additional adjustments. These include adhering to all health and safety policies, limiting the amount of students and staff on campus, and teaching students in small groups while still engaging with students at home. In both distance learning and hybrid learning models our staff has needed to make many adjustments to ensure that we are still supporting students learning.

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.]

All students needing additional supports will receive a variety of supports. This may include:

- After school tutoring
- Small group and 1:1 synchronous sessions with instructional aides
- Small group and 1:1 synchronous sessions with teachers
- Reading and/or Math intervention classes with synchronous sessions
- ELD classes with synchronous sessions
- Learning Lab classes with synchronous sessions
- Push-in support during synchronous sessions from RSTs and Instructional Aides
- Co-taught classes with RST and gen ed teacher in math and ELA with synchronous sessions
- Technology help and trainings (1:1 tech supports or tutorials)

Additionally, all teachers will be trained in accommodating and differentiating lessons and resources used to support students who are EL, students with disabilities, and students who are struggling. Examples of different ways teachers will support students include:

- Bolding important information on presentation slides
- Screen sharing on Zoom to model metacognition and share exemplar work
- Creating digital graphic organizers
- Embedding word banks and glossaries into digital texts
- Using platforms such as Actively Learn to chunk text and insert comprehension questions
- Using highlighting tools on Google Docs and digital curriculums

- Efficiently and effectively organizing online resources and materials so they are accessible for students
- Using clear and consistent directions on posted assignments

Plans have been made so that students with disabilities will receive their instructional minutes and accommodations and English Learners will take Designated ELD classes and receive Integrated ELD instruction in all subjects.

Students without consistent access to the internet (including those experiencing homelessness) will receive a hotspot and 1:1 tutorials on how to connect and students in need of a device will be provided one. If families are unable to come into the device and hotspot distribution site, a staff member will deliver it to their permanent or temporary place of residence. We will also work with all families to help them create a space in their homes for students to work and attend virtual school, create a schedule for students to complete asynchronous learning and participate in synchronous sessions, and navigate the online resources and platforms. Students will be taught the necessary soft skills needed to be successful in remote learning and synchronous sessions will be recorded and posted for students to access if they are unable to join at the designated time.

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

Description	Total Funds	Contributing
Teachers (repeated from In-Person Instruction)	\$1,309,931	Y
Pupil Support (Counselors and Service Providers) (repeated from In-Person Instruction)	\$72,148	Y
Facilities Manager and Custodians (repeated from In-Person Instruction)	\$100,265	N
School Operations Manager (repeated from In-Person Instruction)	\$69,888	N
Administrators (repeated from In-Person Instruction)	\$223,687	Y
Restorative Justice Coordinator (repeated from In-Person Instruction)	\$69,888	Y
Home Office Support (repeated from In-Person Instruction)	\$155,147	N
General supplies to support instructional program (repeated from In-Person Instruction)	\$42,732	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.]

The LEA will assess pupils to measure learning status, regardless of instructional delivery model (in person or distance). We will administer benchmark tests 3 times during the year (September, November, and March) in math and ELA. This data will give us a holistic view of how students are progressing on grade level standards. This data will also be disaggregated by subgroups and teachers will analyze the data and create action plans during Pupil Free Days that follow each benchmark administration. Additionally, students will take weekly checkpoint assessments in English and math. This data

will be tracked and analyzed by teachers and coaches or content directors weekly. This data will be used to determine immediate actions for improvement that will be implemented in the class, including spiraling content, determining focus groups, and differentiation. This data will also be disaggregated by subgroups. We will track our ELD data through administering the DIBELS assessments for our K-4 students and the Reading Inventory assessments for our 5-12 students. We will also monitor our students who are EL through mastery on ELD standards, which is captured in the gradebook.

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.]

The LEA recognizes there was learning loss during the closures in Spring of 2020. To address this we are:

- Updating scope and sequence to:
 - Create spiral opportunities for priority standards not addressed or minimally addressed during closures
 - Embed standards not addressed or minimally addressed during closures
- Identifying priority standards (heavily emphasized in current grade or needed for following grade levels) to re-enforce throughout the year
- Implementing standards-aligned curricula in all content areas that is accessible to students both in-person and during distance learning.
- Providing school supplies and technology required to implement curricula to students and teachers.
- Training teachers in protocols for determining how to accelerate learning, including:
 - Selecting high leverage texts/resources (i.e. texts that cover multiple standards)
 - Understanding the progression of standards
 - Focus on scaffolding and differentiation instead of altering the standard
 - Effectively using high-quality, standards-aligned curriculum
- Reviewing student attendance and participation in every class and contacting families daily to increase participation
- Offering intervention
 - Intervention offered in small group sessions for students below grade level in reading and/or math
- Offering Instructional Support and Tutoring
 - 1:1 or small group daily sessions for students needing additional support with the classroom teacher or instructional aide
 - Small group sessions for students needing support with classwork and homework offered by After School Program tutors.

These universal supports will be beneficial for all students, including students with disabilities, students designated as EL, students eligible for free and reduced lunch, foster youth, and those experiencing homelessness. In order to meet the unique needs of subgroups, we are also:

- Tracking and monitoring subgroup data on a weekly/biweekly basis and creating action steps for improvement
- Training teachers in differentiation strategies for subgroups in both a full Distance Learning model and a Hybrid model
- Providing coaching feedback and support to all teachers on their implementation of differentiation
- Increasing co-teaching models (RST & Gen Ed Teacher) in math and ELA and providing training on how to effectively implement this model in virtual or hybrid setting
- Providing ongoing training and support for instructional aides in supporting subgroups in a virtual or hybrid setting

- Employing an ELD Coordinator, Director of SPED, SPED Lead Teacher, and Instructional Aide Lead to identify professional development needs and support teachers and/or instructional aides in their implementation of strategies to support subgroups

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.]

The effectiveness of the services and supports provided to address learning loss will be measured on an ongoing basis. This will occur through:

- Daily attendance monitoring
- Benchmark assessments in ELA and math (September, November, and March)
- Weekly checkpoint assessments in ELA and math and other contents
- Biweekly Learning Target mastery analysis for all contents (gradebook reports)
- Coaching Observation Data - indicator mastery and goals/action steps tracked and monitored
- Stakeholder survey feedback, including parents/families, students, teachers

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

Description	Total Funds	Contributing
Assessments to measure pupil learning status	\$6,469	N
Implement standards-aligned curricula in all content areas that is accessible to students both in-person and during distance learning	\$62,333	N
Professional development in learning loss mitigation strategies	\$14,000	N
Instructional Aides provide 1:1 or small group daily sessions for students needing additional support	\$305,870	Y
Office Assistants and Campus Aides review student attendance and participation in every class and contact families daily to increase participation.	\$92,813	Y
Supplies for students at risk of learning loss	\$2,500	N
Technology for teachers to implement learning loss strategies and for students at risk of learning loss	\$120,827	N

Mental Health and Social and Emotional Well-Being

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

The pandemic has inflicted a new trauma on our students, and our school psychologist has formed site level committees made up of teachers, counselors, and administration to create plans to address this. Below are some of the steps that are addressed in each school's SEL plan that will address trauma students are experiencing:

- Universal screening of students
- Risk assessment for students exhibiting increased stress, anxiety, and self-harm
- Supports for students needing additional services (referrals to outside mental health facilities, referrals to school's MFT interns, referral to school psychologist), identified by results of universal screening, staff/parent/student referral, and ongoing intake assessments
- Ongoing counseling provided by school counselor for students identified through results of universal screening, staff/parent/student referral, and ongoing intake assessments
- SEL lessons provided in mentorship/advisory classes, including the development of soft skills (time management, organization,...) and emotional regulation
- Monitoring student mental health and perception through survey data
- Analyzing mental health supports and SEL effectiveness regularly during monthly school MTSS or school culture committee meetings

In addition to supporting students with trauma that they may be exhibiting as a result of the pandemic, STEM Prep Schools is also committed to supporting our teachers and staff. The steps we will take include:

- Referrals to mental health supports
- Informing staff of COVID-19 medical leave and HR policies
- Providing coaches or mentors for each staff member. Coaches and mentors will provide ongoing support to reduce stressors.
- Monitoring staff wellbeing and perception through surveys
- Teacher task force/advisory councils will analyze survey data and determine ways to address concerns

Professional Development provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community: Staff will receive ongoing professional development in order to support students with trauma and other impacts of COVID-19. This will happen initially during summer when each site's SEL plan will be rolled out. Teachers and staff will learn about and be trained in the referral process and lessons they can incorporate in their content classes to support students in managing trauma and addressing emotional needs. They will also be trained in delivery of effective SEL lessons, including teaching students the necessary soft skills to be successful in Distance Learning (such as organization, time management, and asking for help) as well as managing emotions. While the initial training starts in the summer, we will continue to provide ongoing support and professional development to staff throughout the school year. This will occur at the organizations Pupil Free Days (3 times per year); grade level meetings (biweekly); and sitewide professional development (weekly). Staff will be informed of the supports the organization and sites will provide to staff at summer professional development. These supports will also be included in our Staff Handbook. Finally, ongoing resources and strategies to manage stress will be a regular part of our weekly Network Updates.

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 is not engaging in instruction and is at risk of learning loss.]

STEM Prep Schools has created plans to address student engagement. Engagement starts with attendance. It is the expectation that students will attend all synchronous sessions and in person sessions (when we are able to return to any in person instruction). In order to ensure this, the schools will:

- Share student schedules with parents/families during the summer; assess potential barriers with the schedule; identify supports to ensure participation
- Identify one Attendance Owner per school and multiple Attendance Supporters
 - Attendance Owner will monitor daily attendance data, ensure Attendance Supporters are reaching out to families of absent students, and analyze biweekly/monthly attendance data; develop plans/action steps to address overall and individual student absenteeism; and provide updates to site administration on absenteeism
 - Attendance Supporters will pull daily attendance reports; send reminders to teachers who have not taken attendance; contact all families of students that are absent; identify individual needs or barriers for families and determine support; provide input to Attendance Owner on the attendance policies and procedures
- Ensure that teachers take daily attendance for synchronous and in person (when able to return to in person instruction) classes
- Create and implement tiered communication plans that identify the role of the teacher, Attendance Supporter, counselor, site administration, and support staff, as well as strategies to re-engage students:
 - After the initial synchronous session's attendance has been taken, the attendance communication team will be contacting all students who were not in attendance.
 - If students are absent (all encompassing) for 3 days in a row the office will contact home, utilizing all contact numbers (including emergency contact numbers if necessary).
 - After 2 weeks of no contact, the School Operations Manager will send a formal No-Contact letter home.
 - After 4 weeks of no contact, a home visit will be conducted by a designated STEM Prep employee.

All communications will be provided in the primary language of each family.

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.]

The LEA will continue to offer grab and go breakfasts and lunches free of charge each school day to all students (and to all children in the community, as long as USDA waivers permit). Once in-person instruction resumes, the LEA will provide breakfast and lunch to all students attending in-person instruction. Additional health and safety protocols will be implemented during in-person meals, including:

- Hand-washing before every meal/snack for students and staff
- Meals are eaten outdoors, without any mingling of students from different classrooms.
- Tape or other markings are used to assure a 6-foot distance between any two students.
- Staff are deployed during meals to maintain physical distancing and keep students from different classrooms from mingling.
- Meal times are staggered to reduce the number of students, and the space between tables/chairs has been increased to support 6 feet of physical distancing.

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

Section	Description	Total Funds	Contributing
School Nutrition	Student meals	\$178,965	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
33.15%	\$644,162

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.]

All services are being provided on an LEA-wide basis as over 90% of the LEA's population is unduplicated pupils.

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

The Los Angeles Unified School District Board-approved minimum staffing levels for an elementary school with 310 students is as follows:

1 Principal
0 Assistant Principals
0 Counselors
13 Teachers
2 Clerical FTE
0 Other Classified Staff
0 Teacher Assistants

For the 2020-21 school year, SPES has budgeted the following staff:

1 Principal
1 Site Coordinator (non-certificated administrator)
17 Teachers
2 Clerical FTE
3 Other Classified FTE
10 Teacher Assistants

This higher level of staffing and resulting service to students represents an increase of 113% over the standard services.

The site coordinator and additional clerical and classified support staff are able to focus their attention on low income students, English learners, and foster youth.

The reduced class sizes afforded by additional teachers benefit all students.

The teacher assistants provide targeted support to students at risk of not meeting challenging State standards and English Learners.