

## 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.]

Escuela Popular operates two interdependent charter schools, that serve as a family learning center providing services to Tk-12 grade traditional-aged students and 9-12 grade students over the age of 18. Our student population is majority Latino, Spanish speaking, and over 70% born outside of the United States. Our school serves a large concentration of English Learner immigrant students who qualify for free and reduced lunch.

Given our student population and the geographic area where our families reside the COVID-19 pandemic has had a great impact on our community. As soon as the County implemented the Shelter in Place order on March 13<sup>th</sup>, 2020, our planning and resources were shifted to support learning and working remotely. Our first task was to reach out to keep families connected to the school and their teachers so as to ensure a smooth transition to online learning. From mid-March until May teachers and families began to adjust to the Flexible Learning plan that was designed by a committee of teachers and instructional leaders based on the Spring feedback survey. The impact of the pandemic on our families went beyond being able to attend school. Many families were in need of financial and housing assistance, access to nutritious food, and emotional support. Our Student & Family Engagement Lead and Student & Family Services Coordinator, along with additional support staff, began reaching out to families via phone calls and surveys. An inventory of needs was collected. Based on what we found, our teachers began to accommodate their lessons and outreach to support our families. The school quickly formed partnerships with local organizations to provide additional resources to our families. Within a short time-frame, our school began distributing electronic devices, workbooks, instructional packets, financial assistance, and groceries.

Throughout the Spring and Summer, the school has worked towards developing a revised Flexible Learning plan after collecting stakeholder feedback that will allow us to continue our academic program and social support services in a versatile manner that can be applied to the changing scenarios and guidelines. For the start of the 2020-2021 school year, we are 100% distance learning due to Santa Clara County's status on the State's COVID Watchlist. We will continue to follow the guidelines of the CDE, Santa Clara County

Public Health, Santa Clara County Office of Education, and our authorizing school district East Side Union High School District to keep our school accessible to students and families.

Based on the current information we have from the Santa Clara Health Department, County Office of Education, stakeholder surveys, Flexible Learning Committee, attendance, and engagement data we have decided we will not be entering phase two immediately after the 14 days our county has remained in the red: substantial risk level. We will examine student engagement data, student needs, school safety measures, and practices before entering into a full phase 2 hybrid learning model, which could likely be after the end of quarter 2. In the meantime, we will continue to monitor the data mentioned above and consider bringing in smaller groups of students with special circumstances such as ELD needs, foster youth, homeless, and special education students. As the situation continues to progress, we will re-evaluate as needed. All changes and transitions will be done calmly with sufficient time to plan and adjust.

The school will continue to use the communication processes and tools that were successful with our families to keep them engaged and to collect their feedback to inform our Flexible Learning Plan and support services.

### **Stakeholder Engagement**

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

**Overall Engagement:** Escuela Popular has communicated with stakeholders in their primary language and has provided opportunities to provide feedback in various ways such as online surveys, phone calls, home visits, Facebook, Google Classroom and Hangouts, and ParentSquare. Specific school staff such as our Student & Family Engagement Lead and Student & Family Services Coordinator are a direct contact to families with additional needs. Teachers serve as primary contacts then communicate requests for assistance to our Student & Family Engagement Lead and Student & Family Services Coordinator and support staff. Majority of teachers and staff are bilingual and able to provide support and resources in their student/family's preferred language. Additional staff has been allocated to support assessment and special education to assist with student's individual needs.

**Families and Students:** Escuela Popular developed an online survey in May to collect feedback on their experience with online learning and how to improve our Flexible Learning Plan for the new school year. Hotline numbers were shared so that families can connect directly with someone from the school at any time to ask any questions or provide feedback. Recently, we surveyed our parents and students again with the main goal being to get feedback from stakeholders (parents and students) in regards to the program delivery hours, accessibility, connection with teachers, use of technology, etc., and needs such as the internet, devices, technology support, housing, financial support, etc. Teachers and staff assisted in reaching out to parents and students to complete the survey to reach as many families as possible.

For students and families that have not connected yet with their teacher, a referral system has been implemented to identify, connect, and provide support. The designated team will reach out by calling those students and identify reasons why they have not connected

with the school. During this process of engagement, parallel work is being done by Student & Family Engagement Lead and Student & Family Services Coordinator, reaching out to community-based organizations and connecting families with outside resources.

Staff: In April, we also surveyed staff to get feedback on their experience with teaching online and areas for improvement. A Flexible Learning Committee that included sub-committees for department and grade-levels were created; Instructional Leaders met weekly with their respective committees. The Flexible Learning Committee met every other week to discuss the upcoming needs, receive updates, and troubleshoot areas that needed improvement. A bi-weekly feedback survey was administered to collect information on how things are going and what additional areas need to be addressed. The Flexible Learning Committee will continue to meet as part of our [Professional Development plan](#) (PD). The PD plan builds on EP's learning goals and the new focus on supporting flexible learning during the various stages.

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

Board meetings are held via Zoom with translation available. Notices and board agendas with Zoom links are posted on campus and our website within 72 hours of the meeting. Participants are able to join the meeting and participate by asking questions, providing feedback verbally or in writing. All other meetings for community and families such as Family Nights or SSC meetings are sent out with Zoom or Google Hangout links for participation. Communication of meetings is published in Parent Square, Facebook, Google Classroom, EP's website, and phone calls.

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

Based on the feedback provided by the Spring survey, we learned that families wanted to return to school as soon as it was safe to do so. It was important to families that all precautions be taken to provide a safe learning environment when returning to school such as maintaining social distance, staggered schedules, clean and well-maintained classrooms, and school. Another noted need was technology classes for parents so they can assist their children at home.

The most recent survey results showed that parents preferred to receive messages via Emails, Texts, Phone calls, and Google Classroom. Students have also informed us that they are satisfied with the ability to learn from home, with direct instruction from their teacher. They also are satisfied with the current class schedules. Students also reported needing further assistance with training on how to use technology, access to the internet, school supplies, devices, and financial support services.

Extra support needed was identified through direct communication with families via our hotline and outreach efforts. Those needs were access to reliable internet access and hotspots, resources for housing, food supplies, immigration, and socio-emotional needs.

For our staff, teachers requested additional on-going professional development for teaching online, assessment strategies, and creative ways to engage students with online instruction.

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

The stakeholder engagement process informed our planning for the new school year in all aspects ranging from student and family engagement, support services needed for accessing online classes, and basic needs to continue to support learning such as housing and access to healthy food. After analyzing the data, the school began to implement the following actions and services for the following areas:

#### Family Engagement:

- \*All students are provided with school email addresses.
- \*Alignment of communication tools
- \*24-hour Hotline
- \*Use email, Google Classroom, and text messaging to reach our students
- \*Additional staff hours for making phone calls to all students and families
- \*Referral process for families that needed additional support and outreach
- \*Basic technology training for parents and students were offered during the summer in the morning and afternoon.
- \*Instructional Leaders, Student & Family Engagement Lead and Student & Family Services Coordinator created a school-wide events calendar, that includes different parent/teacher and student's presentation and workshops on socio-emotional, cyberbullying, conflict resolution, alcohol and drugs, immigration, mental health, and suicidal prevention.
- \*New community partnerships were developed to support the community needs of our families, such as: Santa Clara County Behavioral Department, Aspira Program, Nami, San Jose Police Department, Planned Parenthood, Sacred Heart, and ESJ Peace Partnership.

#### Continuity of Learning:

- \*The development of our Flexible Learning Plan provided instruction remotely.
- \*Distribution of technology devices, workbooks, school supplies
- \*Purchase of additional technology devices and hotspots
- \*Use of Google Classrooms and carefully selected learning platforms and software for the different grade levels
- \*Additional professional development for our teachers and staff on how to use our educational technology to provide instruction
- \*Prepare for entering into a full stage 2 hybrid learning model after the end of quarter 2

## 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.]

# Flexible Learning Stages



#### Stage 1

- 100% Remote
- Google Classroom for instruction & assignments
- Parentsquare for communication

#### Stage 2\*

- “Hybrid” Target students receive instruction on campus, others remain online.
- Only after SCC Health Dept approves.\*\*

#### Full Return

- Everyone returns to campus for instruction with any safety modifications.

*\*Families continue to have the option to remain in stage 1*

**\*\*SCC Health Department:** [BluePrint for a Safer Economy](#)

-Once we are given direction by Santa Clara County and the State to reopen our school for In-person instruction we will move onto stage 2 students will be receiving direct instruction on campus four days a week with a morning schedule. The [bell schedule](#) would not change but rather the location of instruction would change, as indicated in the bell schedule. In stage one it would be via Google Classroom and Google Meet, in stage 2 it would be in-person for all 9-12th grade students with a reduced day but still include all subjects, with some assignments in the afternoon on Google Classroom and other educational learning applications.

It is important to note that over 90% of our students are classified as English Language learners. In addition to their classification as ELs, other factors listed below led us to determine that all grade levels would return to campus during stage 2 (hybrid):

- High school students would be on campus on alternating dates with a focus on math and language arts. During the spring these students attended their online class but did not engage in the learning. By being on-campus teachers can use other strategies to ensure their engagement and follow-up with students who did not connect online the prior day.

During stage 2 (hybrid) students with IEPs would all be welcomed back to campus and be provided with all services as indicated by their IEPs. This includes speech, occupational therapy, counseling, behavior support, structured academic instruction (SAI), and any other services as indicated within the IEP.

When safe and appropriate all students would return to campus while abiding to all public safety guidelines for stage 3. During stage 2 and stage 3 families will continue to have the option to participate in distance learning if they are not ready to return to campus. During stage 1 (100% remote) and stage 2 (hybrid): Campus access is available Monday through Friday 7:30am-10:00pm. The school has closed off all entrances except for one gate that leads staff, visitors, students to a Health Station. Their temperature is taken, all entering campus are logged and face mask implementation is enforced. Prior to non-essential staff visiting campus they must send an email/text to the Operations Coordinator. The OC logs the staff members visit, so that the Health Station personnel is aware. All staff is required to use their PPE at all times. Additional PPE is available to anyone entering campus if they do not have access to any. Social physical distancing is adhered to at all times 6 feet apart, with signage posted throughout campus. Cleaning and disinfection are tracked on a daily schedule. Focus is made on the restrooms, office, door handles and classroom used throughout the day. There is a deep clean schedule in place for all areas and classrooms.

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

Description	Total Funds	Contributing
Additional PPE and cleaning supplies were purchased for all students and staff	\$ 15,000	Y
Developed and implemented health screening protocols that include health screening stations	\$ 23,587	Y
Option to remain 100% remote for students that choose to stay home	No additional cost	Y
Personnel to support In-Person learning, supporting instruction	\$ 63,375	Y
Educational applications for continued remote learning	\$ 10,000	Y

**Distance Learning Program**

**Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

During stage 1 and 2: Assignments and assessments continue to be administered locally to ensure that teachers and parents have a

clear understanding of the learning that is happening or not happening. Assessments are conducted regularly as seen in our [Assessment Plan](#). This data will continue to guide instruction. Grading has transitioned to having a greater focus on formative assessments.

Due to safety measures and the results of our stakeholder survey all whole-school and large group events would be held online. Regular school communication continues via Parentsquare, Facebook Page, and Escuela Popular website. Direct contact via students and teachers increase the central line of communication through the use of Google Classroom or phone calls.

Students have projects and consumable workbooks for English and Math which they are able to continue. Students have access to a technology at home and in their classroom with a 1:1 ratio for assignments that require a Chromebook or iPad (depending on the age-appropriate need). Students continued to follow the Side by Side, Edge, and core classes materials online and via consumables. Students meet regularly with their teachers to receive direct instruction. In stage 1 it is done via Google Classroom and Google Meet. When we are able to move onto stage 2 students will be receiving direct instruction on campus four days a week. The [bell schedule](#) would not change but rather the location of instruction, as indicated in the bell schedule. In stage one it would be via Google Classroom and Google Meet, in stage 2 it would be in-person for all ELD courses with a reduced schedule. English 1-3 and all other core classes will continue remotely.

### **Access to Devices and Connectivity**

Escuela Popular began device distribution on August 4, 2020. There is an allocated room for device distribution that is open Monday through Friday 8am-4pm. After Hour device pick-up is also available by appointment. The distribution room also assists students/parents with technology questions or connectivity issues.

- Student/Family surveys were conducted in the summer asking about Technology/Connectivity needs. Chromebooks were prepared with applications that support our Distance Learning. Devices were prepared and made available for distribution.
- Side by Side textbooks and other textbooks were distributed.
- A device distribution plan began on August 4, 2020 and remains ongoing. Students were greeted by staff via a drive through system. Students were provided their device and given their email address and passwords. Students in need of connectivity were logged and arrangements for wi-fi hotspots were made. Staff has also been allowed to teach from campus. By doing so, campus hours have been extended. All social distancing protocols are adhered to. Cleaning of classrooms and health screenings are kept

- Students with unique circumstances, arrangements were made to have devices delivered to the students' home. Our Family Support team made appointments to deliver devices and any additional information to student homes. Connectivity, application and email information were also provided during those visits.
- Students and families that were not connecting in the 2019-2020 school closure were tracked from the end of March 2020. Phone calls were made to those students. Access was assured to have those students have devices and connectivity. Students were guided with login procedure. If a student was still unable to connect or use a device, packets of work were prepared and distributed to families. This ensured students were working and learning the same classroom content that their peers were working on.
- ADA attendance has been a focus. The School Operations Coordinator publishes a weekly newsletter with a section dedicated to enrollment and ADA.
- Recent purchases: 400 Chromebook, hotspots 50 to be used for student distribution.
- Summer Technology classes for students were provided during multiple workshops.

### **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 progress will be monitored via daily contact with their teacher and reviewing the assigned pupil work on Google Classroom. Teachers will take daily attendance and log it within PowerSchool, any student who does not engage will receive a follow-up via the classroom teacher or the Student and Family Coordinator and Lead. Every week teachers assign work for the week within Google Classroom and track their progress based on the assignments completed and direct participation with the classroom teacher. Participation and time value of pupil work will be standards and mastery based. Instructional minutes are calculated as a combination of the minutes of synchronous and asynchronous online assignments. On Mondays, instruction is predominantly asynchronous, however, the time value of student work is consistent with that of Tuesday-Friday. Tuesday through Friday are synchronous with two large blocks of direct instruction via Google Meet; the rest are a blend of online work on Google Classroom and consumable workbooks as part of the curriculum. Additional assessment time is not calculated into the minimum instructional minutes. The [bell schedule](#) remains consistent during stages 1 and 2 of flexible learning to ensure that students and families have a predictable schedule. Also, allowing teachers to plan units and lessons that cover the material for those grade-levels and ensure continuity of learning regardless of the location of the instruction. Teachers have been asked to modify their planning to ensure Mathematics and Language Arts are a core component of instruction. Social studies and science are embedded within those two curriculums.



## 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.]

A flexible learning committee was created that incorporates department and grade-level leads and instructional leaders who communicate weekly with their respective sub-committees. The flexible learning committee meets every other week to discuss the upcoming needs, receive updates, and troubleshoot areas that need improvement. A bi-weekly feedback survey is administered to collect information on how things are going and what additional areas need to be addressed. This new committee was added to our [professional development plan](#). The PD plan builds on EP's learning goals and the new focus on supporting flexible learning during the various stages.

## Staff Roles and Responsibilities

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

Staff roles that are not possible to continue in a remote learning environment have been reassigned in the following areas:

- Additional support in office for record keeping
- Additional support in distribution of devices and materials

## 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.]

Interventions & Supports: Students with IEPs continue to receive all services as listed within their IEPs remotely and then later in-person when in stage 2 (hybrid). Students who needed small group intervention continued receiving them online but there was a reduction in caseload. Students would receive instruction with smaller groups and receive additional support from teaching assistants as needed. All students would have access to online educational applications such as: Google Classroom, G-suite, Newsela, No Red Ink, and others.

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

Description	Total Funds	Contributing
Fund personnel to provide smaller group instruction	\$ 63,375	Y
Remain 100% remote for students that choose to stay home	No additional cost	Y
Fund devices and wireless Hotspots for 1:1 Flexible Learning	\$ 100,000	Y
Purchase licensing for educational applications	\$ 10,000	Y

Continued Special Education services	\$150,000	N
Additional professional development time to allow teachers to become versed in the new platforms	\$30,000	Y
ParentSquare communication	\$1,200	Y
Consistent Flexible Learning committee meetings to gather feedback and troubleshoot	\$2,500	Y
Hotline for students/families who need additional support	\$25,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During stage 1 and 2: Assignments and assessments continue to be administered locally to ensure that teachers and parents have a clear understanding of the learning that is happening or not happening. Assessments are conducted regularly as seen in our Assessment Plan and Calendar. Assessments within the plan include but are not limited to: NWEA Mathematics, NWEA English, ELPAC. This data will continue to guide instruction. Grading has transitioned to having a greater focus on formative assessments. Students would receive instruction with smaller groups and receive additional support from teaching assistants as needed. Students with IEPs continue to receive all services as listed within their IEPs remotely and then later in-person when in stage 2 (hybrid).

## 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.]

No additional strategies will be used for these subgroups, given that a large number of pupils are English Learners and Low-income pupils; we will be employing the strategies to all students as universal interventions. Students with IEPs will continue to receive all services and extra attention is given to any who show indication of a reduction in participation.

## 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 will be determined via a collection of feedback from stakeholders, assessment data from the different learning periods, and on-going conversations with all members of the flexible learning committee.

Instructional leaders will be monitoring the student progress and meeting with teachers to ensure progress is being made, and changes are made as needed.

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

Description	Total Funds	Contributing
Regular Assessment to be administered either at home or on campus with an appointment	\$ 34,560	Y
Assessments to be administered are NWEA Mathematics, NWEA English, ELPAC,	\$6,000	Y
Weekly Flexible Learning Feedback meetings with Teachers and Instructional Leaders	No additional cost	Y
Review and monitoring of weekly engagement records by Instructional Leaders	No additional cost	Y
Calls or visits students' home for those whose engagement is low to support families	\$ 1,000	Y
Learning support services provided as needed such as devices, hotspots, meals, books, packets, etc.	See above	Y
Additional counseling services for students	\$20,000	Y
Additional teacher assistants to support one-on-one instruction and tutoring	See above	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.]

*Social-Emotional/Relationship Support:* The school provided a hotline phone number where the Student and Family Coordinator and Lead were ready to assist and connect the student/families with the support they needed. Supportive staff was able to reach out to families making on-going calls to support and direct them with appropriate services.

During summer all teachers received Kognito Training , to provide deeper awareness and understanding of emotional distresses, and its impact on student's emotional well-being. This training focused specifically on warning signs of suicide, different levels of concerns, immediate interventions and available resources. About 75% of teachers and staff took the training, which was designed to allocate specific emotional needs of our high, middle and elementary school students. We created our EP's CRT (Escuela Popular Crisis Response Team) which is integrated by teachers from our 4 academies, and administration. Training was provided to these teachers twice (1.5 each) from Heard Alliance and SCC Mental Health Behavioral Department.

Our School suicidal policy was revised and updated. We integrate educational workshops for adults, children and parents focusing on emotional distress and resources. We create internal documents that will support teachers to make an internal referral of students that they may have a concern with, and also keep a track and document any need of services for emotional distress.

Escuela Popular has been committed to provide integral services to our students and their families, we understand and recognize that students not only face challenges within education, they also face other struggles such as immigration, health, domestic violence, housing, drugs and alcohol, and unemployment. We have implemented a comprehensive collaboration with local community based organizations such as: Children’s Health Council, San Jose Police Department, SCC MH Behavioral Department, ASPIRA, Alum Rock , Lift, NAMI, Somos Mayfair, Kaiser Permanente, etc., with the understanding to work together and support family/student's needs. We were able to integrate classroom activities, workshops for adults/students and parents, on topics related with National Awareness on Mental Health and Suicidal Prevention activities.

Our Instructional Leaders, Student and Family Coordinator and Lead developed a comprehensive School Wide Events Calendar that focuses on promoting our school core values and fosters a learning environment that supports student’s socioemotional development.

Description	Total Funds	Contributing
Referral process shared with staff regarding any mental, emotional, economical, housing, immigration, etc. issues.	No additional cost	Y
Continue to provide workshops to foster social and emotional support and awareness.	\$8,000	Y
School wide events that promote student and family resiliency to thrive.	\$3,500	Y

### **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.]

Teachers, Student and Family Coordinator, Student and Family Engagement Lead, and additional staff worked in collaboration to reach all students and families via phone calls and surveys. Teachers make referrals of students who are absent or have not connected to the classroom. Based on the referrals, Student and Family Coordinator and Student and Family Engagement Lead make phone calls to primary and emergency phone numbers that were provided, along with home visits when necessary to connect with students to ensure they have the support needed. Announcements are also made through Facebook and ParentSquare regarding the different support services that are available. According to the specific needs, referrals to outside agencies are made. A log is kept of all contacts or attempts to contact. Student and Family Coordinator and Student and Family Engagement Lead’s work

cell phone numbers are provided to the families to reach out as needed. List of referred students will be monitored for a period of two weeks. Based on the feedback collected, teachers adjust their lessons and outreach to support and direct students and parents with appropriate needs such as: devices, workbooks, internet access and guidance to make sure they were connected to their classes.

A recent survey was created to keep a close track of the needs of our community (such as need of devices, internet, lack of knowledge to connect, lack of supervision, other distresses such as food, housing, financial assistance).

Description	Total Funds	Contributing
Outreach referral process for calls and home visits to be made when students are not connecting to classes	See above	Y
24-hour hotline for parents or students to call for assistance	See above	Y
Partnership with community agencies to provide additional resources to families	See above	Y

### 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 School Nutrition Department of Escuela Popular will operate a pick-up location where Grocery Bags will be available for Escuela Popular CTC (Adult) Students. Grocery bags will be distributed on Fridays from 4:00pm – 6:00pm. When arriving at the school site, students will be asked for their name, student ID number, EP Email Address and/or ELD/English Teacher. If a Escuela Popular CTC (Adult) student comes to pick up grab and go meals for children under the age of 18 between 12:00 pm - 2:00 pm, they can pick up their grocery bag at this time. The meal pick-up location will be outside of the school cafeteria door on Gay Ave. This was communicated to students and parents via Facebook and ParentSquare. Also, we asked teachers to announce in their Google Classroom. Our school kitchen is following all of the regulations from the Santa Clara Health Department to prepare and to distribute grocery bags. When students are permitted to come back to school for instruction for our hybrid model, meals will be served to students in their classrooms or outdoor areas might be used depending on weather conditions to students who are scheduled to come to school for the day. We will continue to provide grab and go meals for students who are not scheduled to come to school and for students who prefer to continue with distance learning.

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

Description	Total Funds	Contributing
Added support staff to help with distribution of meals.	\$ 20,000	Y
Additional food to prepare meals for students over the age of 19	\$ 20,000	Y

Adjusted the menu to accommodate for the fluctuation of meals distributed/picked up.	No additional cost	Y
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### 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
26%	\$ 1,747,622

### 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.]

- As the school primarily serves low-income students and English learners, the allocation of funding school-wide will directly impact the services offered to these groups. The services include:
  - high quality professional development for our staff to ensure our subgroups are receiving instruction tailored to their needs
  - maintaining small class sizes
  - enrichment instruction provided by additional staff
  - increase in social services,
  - highly qualified bilingual staff

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

- As the school primarily serves low-income students and English learners, the allocation of funding school-wide will directly impact the services offered to these groups. The services include:
  - high quality professional development for our staff to ensure our subgroups are receiving instruction tailored to their needs
  - maintaining small class sizes
  - enrichment instruction provided by additional staff
  - increase in social services,
  - highly qualified bilingual staff