

# 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>.

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## General Information

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

Endeavor College Preparatory Charter School is a TK-8th grade charter school serving approximately 660 children from Boyle Heights, East LA, and surrounding neighborhoods. Our student population is 99% Latino, 92% free/reduced lunch, 36% ELL, and 12% students with disabilities.

Boyle Heights and East Los Angeles are two of the communities most impacted by COVID-19 in all of Los Angeles County. As of early August, Boyle Heights has had over 3,500 confirmed cases and East Los Angeles has had over 5,000 cases. Prior to the pandemic, our community suffered high rates of poverty, unemployment, and growing displacement due to gentrification. This has been exacerbated by the pandemic. We know our students and their families must be experiencing significant financial and emotional stress during these uncertain times.

Like many low-income communities, in the first few months of the pandemic, our students were affected by the digital divide. Very few families had computers and high-speed internet at home. Our attempts to purchase additional Chromebooks were thwarted by delays and order cancelations as our vendors' inventory was unable to keep up with the demand. We have now purchased 500 additional Chromebooks and 200 wifi hotspots to ensure that all of our students are able to access live video lessons and digital content we are providing.

The pandemic has also affected the state budget and in the face of the significant revenue deferrals we are expecting for the coming year, we have reduced our staffing and instituted furloughs for the first time in the school's history. We are being asked to do significantly more with less. Our instructional leaders had to rapidly pivot last spring and help our teachers shift to a fully distance learning environment. Then with little break in summer, we had to create plans for full distance learning, hybrid learning (in case students are allowed to return to campus before a vaccine is discovered), in addition to the normal plans (in case the virus is eradicated and all students return to school).

At the time of drafting this report in early August, we have not had the opportunity to assess our students' performance levels, but expect there to be learning loss and that the majority of our students will start the 2020-21 school year below grade level. We have created systems and structures for differentiation to address the students' individual needs.

# Stakeholder Engagement

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

Stakeholder feedback to inform continued distance learning efforts began with a digital survey provided to families, students, and staff in May 2020. Responses from the survey were analyzed and used over summer 2020 to assist with '20-'21 school year planning. In addition to these three robust surveys, virtual cafecitos (coffee with families) were hosted on June 3, July 29, and August 11, 2020. During each of these meetings with families, Endeavor College Prep shared updated instructional and operational plans with the school community and solicited feedback from parents to further aid planning efforts.

On August 12, a public hearing was held at a regular board meeting to provide an additional opportunity for stakeholders to engage in a conversation on learning continuity and attendance. On September 16 and 17, 2020, our School Site Council and English Learner Advisory Council, respectively, also reviewed our Learning Continuity Plan and provided additional input to strengthen our '20-'21 educational program and operations.

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

Surveys, cafecitos, beginning-of-year school events, and a public hearing were all virtual options provided to stakeholders to engage in meaningful dialogue with the school regarding '20-'21 instructional and operational decision-making. Our surveys were created using our Google Suite, cafecitos were streamed through Facebook Live, and our public hearing was also streamed live using Zoom. The school utilized ClassDojo as a tool to provide frequent and consistent communication with families. Furthermore, to ensure optimal reach to families, cafecitos were all recorded and posted to our website and social media pages.

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

Stakeholder feedback regarding our instructional and operational plans for the '20-'21 school year can be summarized by the following feedback provided by the respective stakeholder groups below:

**Students** communicated a need for smaller groups during continued distance learning. Students communicated they wanted more small-group opportunities to connect with their peers and teachers during synchronous instruction. Students also stated they wanted more opportunities to develop and increase their technological literacy through specific dedicated blocks or teacher-led sessions such as navigating Google classroom or improving typing skills. Furthermore, students shared they would like to see more social opportunities to connect with peers in a non-core academic setting such as advisory or “social time.” Finally, students also called for assistance to aid with distractions at home, so the school has invested in headphones for each student at Endeavor College Prep.

**Families** indicated they wanted more technology support and training from the school to learn how to better support students at home. This feedback included learning how to navigate our distance learning portal, Google classrooms, and the suite of adaptive learning software programs available to students online. Families also wanted to see more synchronous learning and small-group learning opportunities throughout the week. Finally, many parents indicated a need for more hard-copy resources to assist with learning at home, particularly in the early elementary (K-2) grade span.

**Teachers** indicated technology access and closing the connectivity gap as their primary lever to increasing student learning. This feedback included investing in enough Chromebooks (laptops) to ensure a 1:1 student to computer ratio. Internet access was also a primary concern

they wanted to see addressed in the '20-'21 school year. Teachers also shared that they wanted specific professional development opportunities on student engagement strategies and online instructional programs such as NearPod, Peardeck, i-Ready, Zearn, and Khan Academy. Finally, teachers stated they wanted more planning time over Summer PD for curriculum and lesson planning, which includes time to develop modules for social emotional learning and revisiting academic standards from the '19-'20 school year.

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

The core aspects of our Learning Continuity and Attendance Plan that were influenced by specific stakeholder input include:

**More live sessions.** In our efforts to provide more effective learning opportunities for students, we incorporated four-hours of daily synchronous instruction via Zoom.

**Closing the tech and internet gap.** In order to ensure online connectivity with all families, we have invested heavily in the purchase of 500 Chromebooks, 750 headphones, and 200 internet “hot spots.”

**More small-group instruction.** Once we assess all students through our i-Ready Diagnostic, we will analyze and use this assessment data to strategically create small groups and provide more individualized instruction based on identified student needs. We will continue to assess through i-Ready at mid-year and end-of-year assessment windows to closely track and monitor learning progress.

**Social emotional learning (SEL) and programming.** Finally, we recognize that students will be returning with unique social emotional needs. Therefore, we have also thoughtfully invested in school-wide SEL training and practices such as PBIS, restorative justice, and anti-racist learning opportunities.

## 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.]

Unfortunately, the state of the pandemic in LA County has prevented us from providing in-person instructional options to students and families. Following the lead of the second-largest school district in the country (LAUSD), we have also committed to starting and continuing distance learning through the fall. An in-person return will not be a viable option until LA County metrics are met by the state to consider an in-person school return. We will ensure we operate with a minimum of a two-week transition period from distance learning to an in-person return. This two-week window will also us to operationalize this return plan as well as communicate with staff and families. This tentative plan includes a hybrid in-person and distance learning model where 25% of the student body is receiving in-person instruction Tuesday – Friday and 75% continue to receive at-home learning. A quarter of our student body will be on campus at any given time Tuesday – Friday and a staggered

schedule will ensure 100% of our students receive in-person instruction at least once a week. Mondays will be reserved for planning days for teachers and independent, asynchronous work for students. No students will be on campus on Mondays.

We anticipate having the following health and safety measures in place with any return to in-person learning:

- We will screen both students and team members for COVID-19 symptoms, including checking temperatures, upon arrival.
- To avoid any sick children being sent to school, we will also communicate instructions for families to screen their children for symptoms at home.
- We will create systems to teach and reinforce healthy hygiene practices - including frequent hand-washing and/or use of hand sanitizer, for both students and staff members.
- We will limit the capacity of our classrooms to create the space necessary for social distancing. On average, we believe our classrooms can accommodate a total of approximately 10 students.
- We will disinfect the school throughout the day and clean all surfaces using an electrostatic anti-microbial spray treatment at the end of each nightly cleaning.

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

Description:	Total Funds	Contributing
Health Supplies: COVID-19 symptom screening of students and team members, Touch-free hand sanitizer stations, sanitizers, wipes, face masks, and face shields	\$23,830	N
Student/Classroom Furniture/Furnishings/Equipment: Protective barriers between sinks in restrooms, Plexiglass partition, and Upgrade to MERV13 air filters	\$7,185	N
Janitorial Services and Supplies: Deep cleaning and disinfecting in each classroom after meal service and projections for cleaning for hybrid model	\$13,362	N

## **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.]

For distance learning we have continued to use grade-level common core aligned curriculum in all grades K-8 for English Language Arts and math. We have also incorporated other online programs that support the common core standards and support asynchronous and synchronous learning. Our main platform for asynchronous learning is Zoom. Approximate time ranges for online live lessons (ELA, math, and science) through Zoom are broken down by grade level band:

**Grades K-1:** ELA: 4-5 hrs/week, Math: 4-5 hrs/week, Science: 3 hrs/week;

**Grades 2-3:** ELA: 6 hrs/week, about 75 mins/day, Math: 6 hrs/week, Science: 3 hrs/week;

**Grades 4-6:** ELA: 6 hrs/week, about 75 mins/day, Math: 6hrs/week. Science: 3 hrs/week;

**Grades 7-8:** Humanities (reading, writing, and history): 11 hrs/week, Math: 7 hrs/week, Science: 4 hr/minutes.

These times also include live small group instruction for both math and ELA grades K-8. Teachers are also posting assignments through Google Classroom. Each teacher is able to post and assign assignments that align to their live Zoom classes. This allows students to work independently through asynchronous learning.

**Connectivity:** We have purchased 500 new Chromebooks to ensure our model supports a 1:1 student to Chromebook ratio. We have also purchased a total of 750 headphones, so every student will be receiving one and we will have extra on-hand. We have also ordered 200 more hotspots. Currently, 140 families indicated that there is a need for a hotspot. Therefore, all families will have access to the internet and every student will have a chromebook.

**Curriculum:** Our core ELA curriculum for grades K-6 is Benchmark Advance, this will be used while in distance learning and will continue during in-person instruction. In grades 7-8 our core ELA curriculum is Uncommon Curriculum by Uncommon Schools, which is a novel based program that is common core aligned. Supplemental curriculums and resources that are used (online and in-person) in conjunction with our core curriculum are: Benchmark Writer's Univers (grades K-6), NewsELA (grades 2-8), Readworks (grades 2-8), CommonLit (grades 3-8), Khan Grammar (grades 7-8), and Reading A-Z (grades K-1).

The core math curriculum for distance learning is an online curriculum called Zearn for grades K-5 and Khan Academy as well as Open Up Resources for grades 6-8. Both the Zearn and Khan Academy digital platforms, as well as the 6-8 Open Up Resources curricular materials, are aligned with the K-8 Common Core Math Standards. All curriculum that is used for grades K-8 distance learning is the same for in-person learning. Both Zearn and Khan are designed for an in-person blended learning model so we will continue to use these resources when we transition back to in-person learning.

Students will engage in live Zoom sessions for core math 4 days a week for 45-60 minutes each session. Students in K-5 will also be engaged in a live fluency session for 15-20 minutes 4 days a week. Students in K-8 will also participate in 30-45 minutes of small group math instruction 4 days a week. A time range for math instruction for one week based on grade level band is as follows; **Grades K-1:** 4-5 hours, **Grades 2-6:** 6 hours, and **Grades 7-8:** 7 hours.

NGSS-aligned science curriculum for grades Kindergarten through 8 will include a variety of digital and hands-on inquiry-based experiments and engineering activities during both distance learning and in-person instruction. With special consideration of accessibility of materials for our families during distance learning, hands-on materials will be trash/recycled materials, paper/school supplies, common toys (with suggested alternatives), etc. The science scope and sequence was created by the science teachers to be seamlessly implemented regardless if/when a return-to-school date is decided. The following list indicates weekly minutes spent on synchronous and asynchronous science learning

activities. **Kindergarten:** 30 minutes synchronous & 60 minutes asynchronous; **Grades 1-6:** 45 minutes synchronous & 90 minutes asynchronous; **Grades 7-8:** 55 minutes synchronous & 120 minutes asynchronous.

An online learning platform that students are using in conjunction with live lessons is i-Ready. All students are required to complete lessons independently in both ELA and math for 45 minutes a week across grades K-8. Therefore, a total of 90 minutes per week is spent on i-Ready ELA and math lessons. Teachers monitor lessons of students and communicate with families regularly to encourage weekly completion. The i-Ready intervention program and school system is the same for online learning as well as in-person learning. This online program supports our small group time of the day and allows us to provide lessons to students at their level in both subject areas. Embedded in the student schedule is 30 minutes a day for daily independent reading. Students in grades K-8 are able to access library books online through the local library as well as a program called Epic!.

## 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.]

At the end of the 2019-20 school year, our staff conducted a survey with parents to assess technology and internet access needs in order to prepare for a successful distance learning program in 2020-21. This survey revealed that 124 families did not have access to the internet, while 389 families indicated that they did not have access to a computer in order to complete distance learning assignments. As a result, the school ordered 200 hotspots with an unlimited data plan that will be in service for 12 months and 500 chromebooks to handout to families in order to ensure the connectivity for all pupils to be successful with distance learning. The school now possesses a total of 644 chromebooks and 212 hotspots to provide to families to ensure the closure of the digital divide. This technology will be provided to families over the course of four different pick-up days to ensure a time that works with everyone's availability. Access to devices and connectivity is the foundation to distance learning success for students. We also recognize that the communities we serve do not have the same access to technology and internet as more affluent neighborhoods; therefore, Endeavor College Prep has prioritized connectivity and technology in order to ensure the success of our school, students, and families in 2020-21.

## 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.]

Endeavor College Prep will meet the required number of daily instructional minutes outlined in legislation, which are as follows:

- K: 180 minutes
- 1st: 230 minutes
- 2nd: 230 minutes

- 3rd: 230 minutes
- 4th: 240 minutes
- 5th: 240 minutes
- 6th: 240 minutes
- 7th: 240 minutes
- 8th: 240 minutes

Instructional minutes will be provided through a combination of the following: Daily Advisory meetings, live instructional blocks via Zoom, independent work and online programs for students, writing, guided and independent reading, small group blocks, English Language Development (ELD), Office Hours, and student check-ins.

Within the first month of school (August), all students across K-8 will take an online Diagnostic summative assessment through i-Ready for both math and reading. This first assessment will allow us to determine the baseline of each student's performance and monitor student progress throughout the year. In grades K-2, students will take this assessment four times throughout the year to gather progress. In grades 3-8, students will take the i-Ready assessment three times in the year, since the fourth assessment will be the CAASPP. We will use this data to inform our instruction in both core and intervention.

During distance learning and in person- teaching, teachers will be administering smaller weekly assessments and/ or exit tickets to monitor student learning as well as adjust instruction for opportunities for reteaching. Teachers will analyze these exit tickets through weekly data meetings. Then, they will plan for appropriate re-teaching opportunities based on student misconceptions and progress (or lack thereof). These data meetings will be held weekly in all grades K-8.

Unit Assessments will also be given in grades K-8 for ELA and math. Based on the grade level's unit plan, the assessment will be given after every unit as an online assessment. This data will also be used to track student progress and for unit/lesson planning based on student results.

Teachers will take daily attendance through Illuminate. Positive attendance or present counts as student participation in the following areas; Distance learning (Zoom sessions), parent contact (contact by phone), student contact (contact by phone), and student submitting work. If there is no contact or participation with a student as outlined above these students will be counted as absent.

The asynchronous online learning platform that students are using in conjunction with live lessons is i-Ready. All students are required to complete lessons independently in both ELA and math for 45 minutes a week, across grades K-8. Therefore, a total of 90 minutes a week is spent on i-Ready ELA and math lessons. Teachers are also able to monitor lessons of students through the "reports" function. They will check these weekly to identify struggling students, as well as completion and non-completion rates. Teachers will communicate with families regularly to encourage i-Ready usage and weekly lesson completion.

Teachers are able to monitor math progress in both Zearn (K-5) and Khan (K-8). Assignments are assigned and provided to students. Some assignments are completed by students independently (asynchronous). Teachers are also able to monitor student progress and completion of assignments through the "report" function on these platforms.

Teachers will also follow up with students regarding their progress in online Zoom sessions, small groups, as well as weekly 1:1 check ins. These check-ins are scheduled three days a week for grades K-8. Students are invited to these zoom meetings to catch up with the teacher and are provided extra support based on their area(s) of need.

## **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.]

For the 20-21 school year, summer professional development (PD) for all teachers at Endeavor is an intensive 3-week program that supports teachers on implementing all school priorities and getting them prepared for distance learning. Our new teachers and TAs were provided with an additional 2 days to give them background information and support with starting their roles. Along with summer professional development, we also have continuous PD throughout the school year. These are held on Mondays from 1pm-4pm. We also have incorporated time for teacher collaboration through weekly grade-level planning and data meetings. This allows teachers to communicate and plan with one another regarding lesson planning and student progress.

Topics that were covered in summer PD for new teacher PD included: Zoom; Google Classroom; Curriculum introduction and supports; and Common Core math, Common Core ELA, NGSS, and history standards deep dive.

Topics that were covered in summer PD for all-teacher PD included: Math, ELA, and Science strategic backwards planning, curriculum mapping, and unit planning; engagement strategies, joy of reading, Advisory, and Enrichment; Data and planning meeting expectations, testing, and scheduling; culture-building and PBIS trainings (strategies for online learning); and relationship building, Restorative justice, Implicit Bias, Family Engagement, and Relationship Building online.

Data meetings will be held on grade-level collaboration days. All teachers will bring a weekly exit ticket to the meeting ready to discuss trends and next steps for re-teaching. Teachers in grades K-6 will switch off every week (Week A/B) to analyze data from math and ELA. Middle school teachers will discuss their exit tickets from their content taught. All information will be updated in Whetstone (coaching platform) weekly under the Data Meeting Form.

Planning meetings will also occur during grade-level meetings to discuss general data trends, student progress, problem-solve challenges, parent communication, lesson planning, and best practices. They will also have opportunities for break-out sessions by content, if necessary. This will allow teachers to review student progress and improve instructional practice with other teachers and coaches. These meetings are attended by the homeroom teachers, TAs, assigned support staff (BIs), RSTs, and appropriate coaches/ admin.

## **Staff Roles and Responsibilities**

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

The COVID-19 pandemic has changed roles and responsibilities across our organization.

Operations staff, led by our Director of Operations, have experienced a multitude of new responsibilities related to ensuring our school is a safe and clean workspace for the limited number of staff who will be reporting to the building each week. Campus access will be necessary



for a variety of academic and operational purposes, therefore our operations team made preparations for other staff members and service providers to return safely to campus. Our Operations team has been instrumental in family communication, academic supplies distribution, and providing meals. This team has also been responsible for ordering and ensuring proper installation of cleaning supplies, air filters, hand sanitizing, and handwashing stations. When students return, these efforts will continue and be even more essential.

Our teachers have also experienced a significant shift in roles and responsibilities. During the summer, a majority of their time was dedicated to establishing their “online classroom” as well as helping close the large gap in communication between school and families caused by the pandemic.

Due to necessary budget (staff) cuts, our school leaders and coaches have had to take on significantly increased coaching and work loads this school year. Due to the loss (cut) of key coaching and admin roles, current leaders are distributing this historical work across the five administrators that remain. School leaders have also been tasked with planning for multiple scenarios, including distance learning and in-person, reopening plans which require ample time to coordinate across these two different scenarios.

Our Counselor and SPED Director have also experienced a new change in responsibilities as they are now experiencing increased communication and call-volume to provide individual technology support to families, follow-up on student participation, and overall support to families to ensure our students have what they need.

Finally, our Teaching Assistants also experienced a major change in responsibilities as they now have to support small-group instruction across two classes, as opposed to only dedicating focus to one classroom and its students. This change was also a direct result of negative financial impacts to our budget.

## 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** – Connectivity is one of our priorities to ensure that all students, especially our students with unique needs can participate in distance learning and obtain the support they need. We have ensured that all students will have access to technology this year. We have ordered an additional 500 chromebooks to close the technology gap and provide 1:1 devices to our students. Headphones were also a priority so that all students could concentrate on and participate in classes. We purchased 750 headphones to be 1:1 for our students. We also purchased 200 hotspots to provide to families who are in need of internet access. This will allow for all students, including our students with unique needs to fully participate in distance learning.

**English Learners** – All English Learners will participate in Designated ELD for a minimum of thirty minutes per day at least four times per week. Designated ELD will be, at minimum, synchronous (live instruction) two times per week and asynchronous through assignments on sites like Google Classroom, Flipgrid, Edpuzzle, etc. two times per week. In addition, teachers will conduct one-on-one check-in conversations with English Learners when needed. English Learners also have the opportunity to attend office hours on a daily basis four times per week to obtain individual support by a teacher in all content areas, including ELA, Science, and Math.

**Pupils with exceptional needs** – IEP meetings will continue virtually throughout distance learning just as they did in the spring of 2019-20. Our RSP teachers and SPED Director will work together to create student- and family-facing schedules for students with IEPs, which will incorporate Gen Ed expectations and SpEd services. RSP teachers will support their students with Gen Ed content as well as IEP goals. RSP teachers may schedule themselves to attend General Education live Math & ELA lessons, and they are strongly encouraged to have a breakout room for reteach in small groups (or schedule a RSP session right after to reteach) and/or support with work completion. SpEd BIs will conduct 1:1 check-ins/check-outs daily at the beginning and end of the day (or more frequently depending on student need) to review the schedule for the day, incentive system, behavior plan, etc. and connect with family.

**Pupils in foster care** – Our school Homeless and Foster Youth (HFY) Liaison participates in regular meetings with the school counselor and administrative team to review the cases of any foster youth enrolled at the school in order to assess and remove any barriers to enrollment, support with automatic enrollment in the Free and Reduced Price Lunch Program, and provide transportation to school. The Homeless and Foster Youth Liaison also supports families with access to computers and internet access.

**Pupils experiencing homelessness** – We provide the McKinney-Vento Eligibility Questionnaire to all families each year. Once the MVEQ is completed and reviewed by our school Homeless and Foster Youth Liaison, they will reach out to the family to complete a Needs Assessment. Based on the findings of the Needs Assessment, the School Counselor and HFY Liaison will provide the student with the materials needed to address any barriers to the student’s enrollment, attendance, and participation in school. Endeavor partners with local community organizations to help meet the needs of students and families who may be struggling with housing instability or extreme economic hardship. Families can also reference our “For Our Families” resource page for more resources and support during the COVID-19 closure. School counselors and HFY liaisons can provide families with information on community resources, including but not limited to, local food pantries and family resource centers.

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

Description	Total Funds	Contributing
<b>Co-teacher time and effort:</b> Co-teachers assigned to support with Distance Learning planning, instructional delivery, and monitoring student performance	\$340,106	Y
<b>Instructional TA time and effort:</b> Instructional TAs hired to pre-record asynchronous lessons, provide small group instruction, reduce barriers around scheduling, address tech issues with families, and provide students with more opportunities to be present and participate	\$165,057	Y
<b>SPED Director time and effort:</b> SPED Director assigned to ensure special education services continue and are consistently provided during Distance Learning	\$97,939	Y
<b>Family Communication Outreach Manager</b> Family Communication Outreach Manager assigned to assist families with challenges associated with Distance Learning, as well as closing gap in communication to ensure students and families feel connected and supported	\$49,358	Y
<b>Student and Staff Technology such as chromebooks and staff laptops</b>	\$162,325	Y

Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech.		
<b>Internet Connection, Hot Spots</b> Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to need tech	\$48,000	Y
<b>Program: <a href="#">Pear Deck</a> (All content and classes)</b> Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. Teachers create presentations using their Google Drive account. During each session, teachers can see the presentation as well as the students participating. Reports can be downloaded after the lesson. This platform will allow students to engage in the learning, have visual and auditory support as they are learning, and make live distance learning classes more interactive and approachable.	\$2,100	Y
<b>Program: <a href="#">Nearpod</a> (All content and classes)</b> Nearpod is a cross-platform, device agnostic, and easy to use way to engage students with interactive activities, connect them through collaborative discussions, and gain instant insight into student learning through formative assessments on Nearpod. Reports can be downloaded after the lesson. This platform will allow students to engage in the learning, have visual and auditory support as they are learning, and make live distance learning classes more interactive and approachable.	\$3,000	Y
<b>Program: <a href="#">i-Ready</a> (Math &amp; Reading)</b> The i-Ready Diagnostic for Reading and Math will be given to all TK-8 students during three testing windows, August, November, and February. The Reading i-Ready Diagnostic measures grade level proficiency in phonological awareness (for grade K-2 only), phonics, high-frequency words, vocabulary, comprehension: literature, and comprehension: informational text. The i-Ready Diagnostic is backed by extensive validity research and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed i-Ready Diagnostic to be highly correlated with the Smarter Balanced Assessment Consortium and other state assessments. The Reading i-Ready Diagnostic provides three score band levels to show grade level proficiency throughout the year. These on-grade ranges are early, mid, and late, indicating student placement with grade level reading standards as the year progresses.  <i>i-Ready</i> makes differentiated instruction a practical reality for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Through the power of one intuitive system whose pieces were built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency. In a single program, <i>i-Ready</i> integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs, empowers teachers every day to make more informed instructional decisions, and motivates students with access to their own personalized path to growth. <i>i-Ready Instruction</i> delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the <i>i-Ready Diagnostic</i> , <i>i-Ready's</i> online K–8 lessons provide tailored instruction that	\$31,000	Y

<p>meets students where they are in their learning journey and encourages them as they develop new skills. <i>i-Ready Instruction</i> is complemented by easily accessible teacher resources that enable teachers to target the specific skills with which students are struggling most in their whole class, small group, and one-to-one instruction. <i>i-Ready Instruction</i> taps into the rich data from the <i>i-Ready diagnostic</i> to deliver personalized learning paths to growth for each student, balancing rigor and reachability, meets learners at their level, helps</p>		
<p><b>Program: <a href="#">Accelerated Reader</a> (Reading)</b>  Renaissance Learning’s Accelerated Reader products equip teachers with insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow (<a href="http://www.renaissance.com">www.renaissance.com</a>). Teachers set reading zones within the Zone of Proximal Development for each student and track each students’ progress through page goals and scores on reading quizzes. Reading zones are moved as the student progresses in comprehension of texts.</p>	\$6,700	Y
<p><b>Program: <a href="#">Benchmark</a> (ELA &amp; ELD)</b>  Benchmark Advance is a comprehensive English Language Arts program from Benchmark Education Company for Kindergarten through sixth grade. It is built to address key shifts in curriculum and instruction to meet the demands of the new standards. It provides rigorous collaborative instruction integrating reading, writing, speaking and listening. It addresses both literature and informational standards by incorporating and integrating both science and history into Language Arts class. ECP teachers (tK-6) utilize Benchmark Advance as the curriculum for core English class, ELD, and social studies instruction. English class instruction is supplemented with resources from i-Ready, Fountas &amp; Pinnell and/or Accelerated Reader, and scholastic book sets. These help supplement guided reading groups, small group instruction, and whole-group instruction based on data. ELD class and small group instruction is supplemented with various resources such as those found at <a href="http://Readworks.org">Readworks.org</a>, <a href="http://Newsela.com">Newsela.com</a>, and <a href="http://k12reader.com">k12reader.com</a>. Social Studies content is taught through the texts in Benchmark Advance and is supplemented through the resources listed above.</p>	\$10,000	Y
<p><b>Program: <a href="#">Zearn</a> (Math)</b>  Zearn Math is a hands-on, research-based digital curricular resource. The 2020-21 academic year <a href="#">Learning Recovery Plan</a> includes revised scope and sequences with upfront diagnostic assessments and intervention guidance by grade level to address the learning that 1st-5th graders may have missed in the last 25% of the school year. These revised scope and sequences include amended schedules that incorporate prioritized math concepts from the prior grade while enabling teachers to teach grade-level instruction. Each Zearn Math digital lesson includes built-in, deep support on concepts from previous topics and grades, which allows for a coherent, manageable, and efficient learning experience for all students. Zearn Math digital lessons diagnose unfinished learnings while supporting students to master grade-level content. Zearn Math also offers school, class, and student-level reports to precisely track and identify students who have completed, or are at risk of missing critical math content as well as intervention features and guidance to ensure teachers and schools have the flexibility to support each student with accessing grade-level math.</p>	\$2,500	Y
<p><b>Program: <a href="#">Second Step</a> (Social-Emotional Learning)</b>  Second Step is a component of our Advisory program chosen to develop character and create a supportive, successful learning environment. It is a program rooted in social-emotional learning (SEL) that uses a holistic approach to help create a more empathetic society by providing teachers and school staff with tools to enable</p>	\$4,597.20	Y

<p>them to take an active role in the social-emotional growth and safety of today’s children. It provides engaging lessons utilizing videos, activities, and discussions in order to create a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community. The units build vertically and cover topics such as self-esteem and bullying. Teachers support these lessons throughout the day by consistently referring to lessons. They may also supplement with Class Dojo character-building videos, real- life examples, and morning meeting topics.</p>		
<p><b>Professional Development: <a href="#">Kagan Training</a> (Support all content &amp; classes)</b>  Administrators and coaches attended this interactive workshop and will create PD for teachers centered around Kagan strategies to increase engagement and encourage student growth. The training includes the following:</p> <ul style="list-style-type: none"> <li>● Implement a proven approach to build cross-race friendships, prevent bullying, violence, and discipline problems.</li> <li>● Interact with teachers and school leaders from all over the world via Zoom in pair and team breakouts</li> <li>● Learn to adapt your favorite Kagan Structures for physical distancing.</li> <li>● Take away tips to increase student safety while maintaining interaction.</li> <li>● Don’t let physical distancing be a barrier to bonding, caring, and mutual support among your students.</li> <li>● Provide students a cooperative and caring learning environment with powerful teambuilding and classbuilding structures.</li> <li>● Experience Kagan Structures adapted to create an energizing Live Online workshop.</li> <li>● Make up for lost time and learning loss with Kagan Structures that skyrocket academic achievement</li> </ul>	\$495	Y
<p><b>Professional Development: <a href="#">GLAD Training</a> (Support Integrated &amp; Designated ELD)</b>  Online training that two teachers will complete and then share strategies school-wide. The training is designed to:</p> <ul style="list-style-type: none"> <li>● Help teachers become more confident in their ability to teach any subject to any level of student</li> <li>● Have a clear and proven model to teach their students</li> <li>● Create an effective learning environment that promotes peer-to-peer learning</li> <li>● Learn how to create a classroom that manages itself</li> <li>● Learn to create their own units, reaching students of all learning levels</li> </ul> <p>The training provides classroom demonstrations of GLAD strategies, with coaching and is composed of teacher-friendly strategies that support ALL students in reaching their full potential.</p>	\$2400	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.]

In order to initially assess pupil learning loss that results from COVID-19, all students in TK-8 will take an i-Ready diagnostic assessment to determine their grade level. After the diagnostic is completed by the end of August, we are going to host a school-wide data analysis professional development session. During this PD, teachers will determine the strengths and areas of growth for each student in Math and

ELA. In addition, they will have updated lexile levels and grade level skills for all students. Using this diagnostic data, teachers will then group their students by grade level ability and invite them to an intervention group for Math and ELA that will meet multiple times per week. In this intervention group, teachers will target areas of growth identified in the diagnostic and teach foundational skills and fill in learning gaps. For any students who were at Endeavor for previous years, their historical performance data will also be accessible to teachers. This historical data for individual students will help teachers identify sustained areas of need and target intervention that way as well. Students will take the diagnostic again near the middle and end of the year. This will help us determine student growth and areas of need throughout the year.

Due to the impact of Covid-19, during the first few weeks of school, teachers will also be revisiting standards from the 19-20 school year. At the end of the 19-20 school year, teachers prepared a “My Gift to You” presentation and delivered it to the teachers of the grade level above them. This presentation included standards that were not mastered by the majority of students, standards that were only covered in distance learning, and an update on where students ended in the curriculum. The 20-21 school year teachers will take this into consideration and plan to close those end of year gaps by revisiting standards from the previous year.

In addition to the triannual i-Ready diagnostic assessment, teachers will also be giving weekly assessments in the form of exit tickets, writing assignments, or quizzes. These formative assessments will be analyzed at minimum once per week in a pre-scheduled weekly data meeting that is led by an Instructional Coach or administrator. In response to the data, teachers will then plan the whole group and small group re-teaches, identify skills that need to be spiraled into later lessons, and use the information for intervention planning. Summative assessments in the form of unit tests and essays will be given and analyzed to determine mastery from the unit and create plans that are responsive to the data and needs of the students.

Once the state releases updated guidelines on giving the ELPAC remotely, we will be giving the Initial ELPAC to all students who have been identified as needing to take the test. These students are identified based on their recent entrance into the California public school system for the first time and their home language survey. Should we receive new guidelines on remote testing in advance of the October 30 deadline for testing, we will also be giving the Optional ELPAC to all recommended English Learners. We will also track English Learner achievement as compared to their English proficient peers performance on unit assessments and diagnostic tests. In addition, teachers will give a mid-year ELD interim assessment to determine English proficiency growth by English Learners.

## **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.]

In order to address learning loss and accelerate learning progress for students, we have implemented times for small group intervention, ELD, and office hours. During small group instruction, students will be grouped with similar-ability students. These groups will be formed mostly based on i-Ready diagnostic results. The i-Ready diagnostic provides the ELA and Math grade levels, skill-based areas of strength and growth, and lexile levels for each student. Elementary grades will also receive phonics and word study as part of their daily ELA lessons in order to build strong foundational reading skills. English Learners will have additional support provided in small groups during designated ELD and through targeted supports during integrated ELD. Students with IEPs will receive additional intervention support to help students

meet their IEP goals and to provide more foundational skills support. All students can receive additional support from teachers during office hours. Teachers will also invite struggling students or students who need more academic or social-emotional support to attend office hours.

In addition to receiving classroom support, office hours, small group instruction, Designated ELD, and Integrated ELD strategies, students will complete online lessons in Math and ELA on i-Ready. The lessons provide the opportunity for students to learn at their individual level and close learning loss gaps in that way. Teachers can review the data and assign targeted lessons to help students fill in foundational skill gaps needed to succeed progress and to succeed in core grade level content classes.

**Pupils with exceptional needs** – IEP meetings will continue virtually throughout distance learning just as they did in the spring of 2019-20. Our RSP teachers and SPED Director will work together to create student- and family-facing schedules for students with IEPs, which will incorporate Gen Ed expectations and SpEd services. RSP teachers will support their students with Gen Ed content as well as IEP goals. RSP teachers may schedule themselves to attend General Education live Math & ELA lessons, and they are strongly encouraged to have a breakout room for reteach in small groups (or schedule a RSP session right after to reteach) and/or support with work completion. SpEd BIs will conduct 1:1 check-ins/check-outs daily at the beginning and end of the day (or more frequently depending on student need) to review the schedule for the day, incentive system, behavior plan, etc. and connect with family.

**Pupils in foster care** – Our school Homeless and Foster Youth (HFY) Liaison participates in regular meetings with the school counselor and administrative team to review the cases of any foster youth enrolled at the school in order to assess and remove any barriers to enrollment, support with automatic enrollment in the Free and Reduced Price Lunch Program, and provide transportation to school. The Homeless and Foster Youth Liaison also supports families with access to computers and internet access. Our HFY Liaison also relays this information to teachers in order to foster a school-wide system of support.

**Pupils experiencing homelessness** – We provide the McKinney-Vento Eligibility Questionnaire to all families each year. Once the MVEQ is completed and reviewed by our school Homeless and Foster Youth Liaison, they will reach out to the family to complete a Needs Assessment. Based on the findings of the Needs Assessment, the School Counselor and HFY Liaison will provide the student with the materials needed to address any barriers to the student’s enrollment, attendance, and participation in school. Our HFY Liaison also relays this information to teachers in order to foster a school-wide system of support.

## 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 measure the effectiveness of actions, services, and student learning supports, we will continue to operate as a data-driven organization. Aspects of our commitment to analyzing and acting on student data include: Weekly data meetings attended by school leaders and instructional coaches; a dedicated “Data Driver” to measure and monitor school-wide growth and achievement; Grade-level team planning meetings; PD focused on data analysis based on school need; and Weekly coaching/debrief observation cycles between teachers and coaches.

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

Description	Total Funds	Contributing
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<p><b>Program: <u><a href="#">i-Ready (Math &amp; Reading)</a></u></b>  The i-Ready Diagnostic for Reading and Math will be given to all TK-8 students during three testing windows, August, November, and February. The Reading i-Ready Diagnostic measures grade level proficiency in phonological awareness (for grade K-2 only), phonics, high-frequency words, vocabulary, comprehension: literature, and comprehension: informational text. The i-Ready Diagnostic is backed by extensive validity research and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed i-Ready Diagnostic to be highly correlated with the Smarter Balanced Assessment Consortium and other state assessments. The Reading i-Ready Diagnostic provides three score band levels to show grade level proficiency throughout the year. These on-grade ranges are early, mid, and late, indicating student placement with grade level reading standards as the year progresses.</p> <p><i>i-Ready</i> makes differentiated instruction a practical reality for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Through the power of one intuitive system whose pieces were built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency. In a single program, <i>i-Ready</i> integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs, empowers teachers every day to make more informed instructional decisions, and motivates students with access to their own personalized path to growth. <i>i-Ready Instruction</i> delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the <i>i-Ready Diagnostic</i>, <i>i-Ready's</i> online K–8 lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. <i>i-Ready Instruction</i> is complemented by easily accessible teacher resources that enable teachers to target the specific skills with which students are struggling most in their whole class, small group, and one-to-one instruction. <i>i-Ready Instruction</i> taps into the rich data from the <i>i-Ready diagnostic</i> to deliver personalized learning paths to growth for each student, balancing rigor and reachability, meets learners at their level, helps them problem solve, and keeps them motivated to continue their progress, and provides digital instruction that is proven to drive gains for students of all levels and is backed by evidence for ESSA</p>	\$31,000	Y
<p><b>Program: <u><a href="#">Accelerated Reader (Reading)</a></u></b>  Renaissance Learning's Accelerated Reader products equip teachers with insight into independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types, and a worldwide community of support. Students enjoy endless choice and the agency required to truly fall in love with reading, achieve mastery, and grow (<a href="http://www.renaissance.com">www.renaissance.com</a>). Teachers set reading zones within the Zone of Proximal Development for each student and track each students' progress through page goals and scores on reading quizzes. Reading zones are moved as the student progresses in comprehension of texts.</p>	\$6,700	Y
<p><b>Program: <u><a href="#">Pear Deck (All content and classes)</a></u></b>  Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. Teachers create presentations using their Google Drive account. During each session, teachers can see the presentation as well as the students participating. Reports can be downloaded after the lesson. This platform</p>	\$2,100	Y



<p>will allow students to engage in the learning, have visual and auditory support as they are learning, and make live distance learning classes more interactive and approachable.</p>		
<p><b>Program: <a href="#">Nearpod</a> (All content and classes)</b> Nearpod is a cross-platform, device agnostic, and easy to use way to engage students with interactive activities, connect them through collaborative discussions, and gain instant insight into student learning through formative assessments on Nearpod. Reports can be downloaded after the lesson. This platform will allow students to engage in the learning, have visual and auditory support as they are learning, and make live distance learning classes more interactive and approachable.</p>	\$3,000	Y
<p><b>Program: <a href="#">Zearn</a> (Math)</b> Zearn Math is a hands-on, research-based digital curricular resource. The 2020-21 academic year <a href="#">Learning Recovery Plan</a> includes revised scope and sequences with upfront diagnostic assessments and intervention guidance by grade level to address the learning that 1st-5th graders may have missed in the last 25% of the school year. These revised scope and sequences include amended schedules that incorporate prioritized math concepts from the prior grade while enabling teachers to teach grade-level instruction. Each Zearn Math digital lesson includes built-in, deep support on concepts from previous topics and grades, which allows for a coherent, manageable, and efficient learning experience for all students. Zearn Math digital lessons diagnose unfinished learnings while supporting students to master grade-level content. Zearn Math also offers school, class, and student-level reports to precisely track and identify students who have completed, or are at risk of missing critical math content as well as intervention features and guidance to ensure teachers and schools have the flexibility to support each student with accessing grade-level math.</p>	\$2,500	Y
<p><b>Program: <a href="#">Benchmark</a> (ELA &amp; ELD)</b> Benchmark Advance is a comprehensive English Language Arts program from Benchmark Education Company for Kindergarten through sixth grade. It is built to address key shifts in curriculum and instruction to meet the demands of the new standards. It provides rigorous collaborative instruction integrating reading, writing, speaking and listening. It addresses both literature and informational standards by incorporating and integrating both science and history into Language Arts class. ECP teachers (tK-6) utilize Benchmark Advance as the curriculum for core English class, ELD, and social studies instruction. English class instruction is supplemented with resources from i-Ready, Fountas &amp; Pinnell and/or Accelerated Reader, and scholastic book sets. These help supplement guided reading groups, small group instruction, and whole-group instruction based on data. ELD class and small group instruction is supplemented with various resources such as those found at Readworks.org, Newsela.com, and <a href="#">k12reader.com</a>. Social Studies content is taught through the texts in Benchmark Advance and is supplemented through the resources listed above.</p>	\$10,000	Y
<p><b>Program: <a href="#">Second Step</a> (Social-Emotional Learning)</b> Second Step is a component of our Advisory program chosen to develop character and create a supportive, successful learning environment. It is a program rooted in social-emotional learning (SEL) that uses a holistic approach to help create a more empathetic society by providing teachers and school staff with tools to enable them to take an active role in the social-emotional growth and safety of today's children. It provides engaging lessons utilizing videos, activities, and discussions in order to create a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community. The units build vertically and cover topics such as self-esteem and bullying. Teachers support these lessons throughout the day by consistently</p>	\$4,597	Y

referring to lessons. They may also supplement with Class Dojo character-building videos, real-life examples, and morning meeting topics.		
<p><b>Professional Development: <a href="#">Kagan Training</a> (Support all content &amp; classes)</b></p> <p>Administrators and coaches attended this interactive workshop and will create PD for teachers centered around Kagan strategies to increase engagement and encourage student growth. The training includes the following:</p> <ul style="list-style-type: none"> <li>● Implement a proven approach to build cross-race friendships, prevent bullying, violence, and discipline problems.</li> <li>● Interact with teachers and school leaders from all over the world via Zoom in pair and team breakouts</li> <li>● Learn to adapt your favorite Kagan Structures for physical distancing.</li> <li>● Take away tips to increase student safety while maintaining interaction.</li> <li>● Don't let physical distancing be a barrier to bonding, caring, and mutual support among your students.</li> <li>● Provide students a cooperative and caring learning environment with powerful teambuilding and classbuilding structures.</li> <li>● Experience Kagan Structures adapted to create an energizing Live Online workshop.</li> <li>● Make up for lost time and learning loss with Kagan Structures that skyrocket academic achievement</li> </ul>	\$495	Y
<p><b>Professional Development: <a href="#">GLAD Training</a> (Support Integrated &amp; Designated ELD)</b></p> <p>Online training that two teachers will complete and then share strategies school-wide. The training is designed to:</p> <ul style="list-style-type: none"> <li>● Help teachers become more confident in their ability to teach any subject to any level of student</li> <li>● Have a clear and proven model to teach their students</li> <li>● Create an effective learning environment that promotes peer-to-peer learning</li> <li>● Learn how to create a classroom that manages itself</li> <li>● Learn to create their own units, reaching students of all learning levels</li> </ul> <p>The training provides classroom demonstrations of GLAD strategies, with coaching and is composed of teacher-friendly strategies that support ALL students in reaching their full potential.</p>	\$2,400	Y
<p><b>PD: Making a Case for Reading Joy with Donalyn Miller (Support Reading growth)</b></p> <p>The training was hosted by Harris County Department of Education and the presenter was Donalyn Miller. The ELA Instructional Coach attended the training and will relay information to the staff regarding reading joy and how to make it happen in our classrooms. Reading joy has been connected with reading growth and performance on standardized tests. It is also one of the best ways to encourage students' long-term love of reading and success in all content classes. These strategies will help close learning gaps by encouraging a love of reading amongst students.</p>	\$35	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.]

Endeavor has made social emotional learning (SEL) for students and staff a top priority this year. Professional Development started during summer staff training and will continue throughout the year. Two training sessions were provided during the summer to all staff by the California Council for Equality and Justice organization (CCEJ) around Restorative Justice practices. In addition, Endeavor partnered with LACOE to provide five staff trainings throughout the 20-21 school year around the following topics: Building Relationships Virtually, Implicit Bias, Culturally Responsive Teaching, Trauma Informed practices, and Social Emotional Learning. Additional training will be coordinated as staff and student needs evolve throughout the year to ensure mental health remains our priority to address trauma and other impacts of COVID-19.

When creating the remote online learning schedule, daily advisory time was intentionally carved out to support the social emotional needs of students. Second Step's social emotional curriculum was purchased for TK- 8th grade as the primary resource to utilize during advisory times. Teachers were also introduced to Restorative Justice Circles during the CCEJ Restorative justice training over the summer and will continue to receive ongoing PD around implementing Restorative Justice circles during advisory time to continue to build a safe space for all students and foster a sense of community.

Administration along with the counselor revised Endeavor's Multi-Tiered System of Supports (MTSS) to ensure all necessary mental health supports and services are available to all students in the building. This also includes providing parents with resources to support with mental health at home and outside of school. Students and families have access online to a Virtual Calming Corner where they can find tools and strategies for managing emotions and feelings as well as a list of hotlines and text lines they can use in case of a crisis. Moreover, families received a letter with information about mental health and how it impacts students' learning and overall wellbeing. The letter had the school counselor's contact information and a list of community based mental health resources that are available around Boyle Heights. Additionally, if there is a student concern that teachers believe goes above what they are offering as a tier 1 universal support to all students, the teacher can refer the student to the Student Support Progress Team (SSPT) or notify the school counselor. The SSPT and/or the school counselor will then create a more individualized plan that will put in place strategies and additional more intensive services. Services available to students include weekly counseling sessions with Endeavor's school based counselor, which can be individual or group based depending on the student's needs. Also, students and families have access to our in-house counseling. Endeavor has partnered with ENKI Youth and Health Family Services and Hathaway-Sycamore Child and Family Services to provide additional student/family based counseling services.

## **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.]

Our priority is to ensure all students and families are engaged and stay informed about various events, community resources, and learning opportunities. Teachers, along with other school staff, will be in constant communication with families and students using various platforms. Platforms include but are not limited to: cafecitos, parent workshops, ClassDojo application, social media posts, and the school website. Information provided to families will be available in both English and Spanish. Teachers will constantly monitor students' academic progress and

attendance. Endeavor will use multi-tiered strategies to ensure students receive the individual support needed. Students who have not attended class, are struggling academically, or not engaging in instruction will be personally contacted by teachers, the attendance clerk, or other appropriate staff members. Different models of multi-tiered interventions will be set in place for students who need additional support.

## 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.]

ECP will be distributing meals on a weekly basis beginning on 8/19 and continuing on the following dates 8/21, 8/28, 9/3, 9/11, 9/18, 9/25; additional dates to be set depending on the continuation of distance learning. Distribution will be operating from 7 a.m. to 1 p.m. via drive thru and grab and go stations. Each ECP student will be provided with a week's amount of shelf stable breakfast and lunch and an option for any child needing meals for immediate consumption upon request. With ECP being a Community Eligibility Provision school, all meals will be served to students free of charge. Families will be communicated about the meal service via social media, phone blasts, and text on the day of distribution.

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

Section	Description	Total Funds	Contributing
School nutrition	Meal distribution during distance learning and hybrid learning  Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to have need for additional services such as nutrition and mental health.	\$ 500,368	N
Mental Health	Counselor: Mental Health Counseling Services,  Social-Emotional Lessons, etc Contributing rationale: principally directed toward and effective in meeting needs of unduplicated pupils - unduplicated pupils more likely to have need for additional services such as nutrition and mental health	\$68,193	Y

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.59%	\$1,719,269

## 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.]

Endeavor College Prep fundamentally believes that if our special student populations (foster youth, low-income students, and ELs) succeed, then we all succeed. Therefore, the needs of these sub-groups drove our planning efforts to ensure all students received the necessary supports for the '20-'21 school year. We planned for the following actions that are effective in meeting the needs of these unique student sub-populations: The technology gap was prioritized to ensure all students are connected; Social emotional needs were addressed next via a robust advisory and morning meeting program; our academic program was built to provide a full-day, meaningful experience for all learners; and an approach to instruction that focuses on data, student needs, and maintaining a warm and welcoming learning environment.

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

In order to increase and improve services for foster youth, ELs, and low-income students, Endeavor has committed to creating and maintaining the following systems: Designated ELD sessions twice per week for all ELs; weekly advisory periods where students engage in social emotional learning; Teacher office hours where staff can meet 1:1 with students to better address their specific needs; and frequent small-group instruction in all core content.